

**INFLUENCE OF THE POST-PROVISIONING MODEL IN
CURRICULUM IMPLEMENTATION AT SECONDARY
SCHOOLS IN THE KING CETSHWAYO DISTRICT**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
AND MANAGEMENT**

BY

FREDDIE FUKUZA MAKHOBA

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IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETHSWAYO
DISTRICT**

by

FREDDIE, F. MAKHOBA

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Promoter: Dr. A.B. Buthelezi

Co-promoter: Dr. B.T. Gamede

KwaDlangezwa

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DECLARATION

Student Number: **200962832**

I, FREDDIE, F, MAKHOBBA, a master's student registered at the University of Zululand, hereby declare that the dissertation *Influence of the Post-provisioning Model in Curriculum Implementation at Secondary Schools in the King Cetshwayo District* is my own original work, and that all quoted sources used have been acknowledged by means of referencing.

November 2018

Signature

ABSTRACT

When Post-Provisioning Model (PPM) was implemented in 1998, it appeared as if the need to maintain quality teaching and learning and good working conditions for educators was not taken into consideration. The conditions under which schools have been working since the implementation of the PPM do not appear to have improved curriculum implementation in schools. This has affected the management of implementation, and to a large extent the entire education system in South African schools.

In this study, the researcher investigates the influence of the PPM on curriculum implementation at secondary schools in the King Cetshwayo District of KwaZulu-Natal in South Africa.

The objectives of the study were to:

- ❖ To establish how principals manage the PPM at secondary schools.
- ❖ To find out the influence of the PPM in curriculum implementation at secondary schools.

The quantitative approach grounded in the positivism paradigm was used to collect and interpret empirical data from principals of secondary schools in the King Cetshwayo District. The findings of the study reveal that the influence of the PPM in the management of the schools and in curriculum implementation affects the performance in all spheres of the schools in the King Cetshwayo District. The principals experience contextual problems which affect administration and curriculum implementation.

The main recommendation from the study's findings is that there is a need for the Department of Basic Education to revise the PPM in order to serve the needs of schools, particularly the previously disadvantaged schools that experience deficits in all areas of teaching and learning.

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DEDICATION

This research dissertation is dedicated to the following:

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ABBREVIATIONS AND ACRONYMS

Abbreviations / Acronyms	Full words
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DoE	Department of Education
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department
IQMS	Integrated Quality Management System
KZN DBE	KwaZulu-Natal Department of Basic Education
LER	Learner-Educator Ratio
LTSM	Learning and Teaching Support Material
MEC	Member of Executive Council
NAPTOSA	National Professional Teachers Organization of South Africa
NBA	Need-Based Approach
NN	National Norm
NNSSF	National Norms and Standard for School Funding
PPM	Post-Provisioning Model
PPN	Post-Provisioning Norm
RAM	Resource Allocation Model
RDP	Reconstruction and Development Programme
SADTU	South African Democratic Teachers' Union
SASA	South African Schools Act
SGB	School Governing Body
SMT	Senior Management Team
UZREC	University of Zululand Research Ethics Committee

CHAPTER ONE

1. ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The introduction of new policies after 1994 in South Africa included a policy reform in the ‘National Norm’ (NN) that was introduced by the apartheid government in the Department of Basic Education (DBE). Later this policy was known as the ‘post-provisioning model’ (PPM) (Wildeman, 2000). The outcome of the PPM was the post-provisioning norm (PPN). According to the Education Labour Relations Council (ELR) (2001), this policy was aimed at ensuring proper and fair distribution of the total available posts to all public schools in an equitable, transparent and resource-efficient manner. Bharath (2004) maintains that transformation in education was to be brought about through rationalization and redistribution of educators to ensure equity and redress of human resources. It was also envisaged that rationalization would be an economical way of providing qualified educators to understaffed schools, especially for rural and disadvantaged cohorts (Mdlalose, 2003).

The curriculum implementation in South African schools is dependent on the management of resources by Department of Basic Education officials. This view is confirmed by Simkins, Rule and Beinstein, (2007); Daniels, (2009); Ingersoll and Pedra, (2009); and Kitchenham, (2011) in Magano (2014), who support the view that poor school performance is to be attributed to failure by education authorities to ensure that schools are adequately staffed with well-prepared teachers. In this study, human, physical and financial resources are key factors for effective curriculum implementation (Department of Basic Education, 2013). In South Africa, such resources are found in the PPM policy. The implementation of PPM has come with implications that affect curriculum implementation in schools (Bharath, 2004). Naicker (2005) and Ntuli (2012) argue that timing in the implementation of the PPM has affected the management and, to a large extent, curriculum implementation.

Since curriculum implementation is achieved through effective educational resource management, the researcher is of the view that there is a strong relationship between PPM and curriculum implantation. Ntaka (2013) vindicates this view that resource management is the key in accomplishing intended goals of the institutions. Thus, curriculum implementation depends on how PPM is implemented. Bharath (2004) points out that the PPM is the determining mechanism which influences how curriculum implementation is to be achieved. Hence, the manner in which curriculum implementation takes place is influenced by how PPM is managed. It is for this reason that this dissertation is intended to study the influence of the PPM in curriculum implementation in secondary schools in the King Cetshwayo District.

This dissertation is prepared to fulfil requirements for master's degree in the field of educational management in the faculty of education. The first chapter of this thesis highlights background of the study, problem statement, research objectives and questions, theoretical framework, delimitation of the study, definition of terms, intended contribution to the body of knowledge, research methodology, ethical considerations and safety issues, complete structure of the thesis and chapter summary.

1.2 BACKGROUND

The literature from previous studies in South Africa focused on the effects of rationalization and redeployment on educators (Mthombeni, 2002); their influence in educator job satisfaction (Mdlalose, 2003); and their effect on the culture of teaching and learning in selected primary schools (Bharath, 2004); critical appraisal of policy on educator post-provisioning in public schools, with particular reference to secondary schools (Naicker, 2005); and the effects of the educator PPM in the management of public schools (Ntuli, 2012). Apart from these studies, little or nothing has been done on the influence of the PPM on curriculum implementation in secondary schools. Hence the researcher is concerned about PPM implementation, as some factors affecting curriculum implementation seem not to have been considered. These factors, if left unattended, might cause schools to experience the following challenges in future : multi-grade teaching, lack of specialization, overcrowding, high duty-load, lack of job satisfaction, poor learner performance, disruptions in the instructional time, ignorance

of educator qualifications, and other problems which might be caused by the implementation of the PPM (DBE, 2013; Salmon & Sayed, 2016).

Clearly, the PPM seems to have resulted in disruption, and has probably become an inhibiting factor in the implementation of the curriculum. Other results seem to have been associated with a low standard of teaching and learning. Ntaka (2013) argues that the PPM is a challenge when the school loses its best teachers, and sometimes the DBE appoints a teacher who does not meet the curriculum needs of the school. Educator job satisfaction seems to have been little considered in redeployment, and it has caused poor commitment to curriculum implementation. Shann (1992) supports this view in asserting that educator work satisfaction is a determinant of educator commitment and a contributor to school effectiveness. Mdlalose (2003) states that educators are gradually showing less commitment to their work, and he believes that the implementation of the PPM is the cause, because it seems to have failed to address various matters that affect it.

The implementation of the PPM has resulted in ‘reshuffling’, and therefore affects school planning, staffing and functionality, which in turn affect curriculum implementation. Seemingly, the poor quality of teaching and learning has been caused by the implementation of the policy, and the poor performance of students is the end result in the King Cetshwayo District. The quality of an education system cannot exceed the quality of its educators (Mpokosa & Ndaruhutse, 2008). Thus, education requires qualified and well-trained educators for a quality result to prevail. The quality of schooling is associated with the availability of educators, which is determined by per capita spending from the departmental budget, and by the number of learners in schools. It is for this reason that the researcher has studied the influence of the PPM in curriculum implementation.

1.3 PROBLEM STATEMENT

The need to maintain quality teaching and learning and good working conditions for educators is not taken into consideration. The conditions under which schools have been working since the implementation of the PPM do not appear to have improved curriculum implementation (Mdlalose, 2003). This seems to have affected teaching and

learning in South African schools. Hence educators are presently not happy with their work.

The quality of South African education has remained generally inferior, as indicated by deficiencies in academic performance and poor working conditions in many schools (Steyn & Van Wyk, 1999). These, according to Modisaotsile (2012), in Iwu, Gwija, Benedict and Tengeh (2014), are manifested in high enrolment rates and increasingly poor Grade 12 outputs each year. These may be traced to flaws in the distribution model of resources (PPM). In this study, the researcher argues that the DBE strongly focuses on getting good results from learners, while it ignores PPM factors that are hindering curriculum implementation in schools.

The researcher considers that it is now the most propitious time to review the PPM policies with reference to curriculum implementation. This is because during the rationalization and redeployment process, curriculum needs and educator qualifications seem to have been ignored (Naicker, 2005). Ntuli (2012) argues that over a period of time, DBE has focused on distributing educators in the database instead of serving curriculum needs. Thus the poor quality of teaching and learning could be the result of poor distribution strategies in the implementation of the PPM.

School principals, as instructional leaders, are expected to account to DBE officials about the results of learners, and the performance of the whole school, while the DBE is silent about reducing learner/educator ratios which have affected the quality of teaching and learning (Motala, 2006). Educators are not happy with redeployment and ratios in classrooms (Manik, Maharaj, & Sookrajh, 2006). It is probable that poor teaching might be the results of lack of educator satisfaction.

The implementation of the PPM seems to have destabilized the management and functionality of the schools. The strategic management role of principals seem to have been undermined by the poor implementation of the PPM (Ntuli, 2012). It seems as if there was no training of principals in the implementation of the PPM since most of them seem to be unclear about PPM management roles. Disputes over redeployment seem to have challenged principals, and are continuing to raise their ugly heads (Bharath, 2004). The intentions of the PPM seem to be unrealised because the the

provision of educators and financial resources in schools still favours well-equipped over poorly equipped schools. The researcher argues that if these challenges are left unmet the South African education system will be far from reaching its goals.

1.4 RESEARCH OBJECTIVES AND QUESTIONS OF THE STUDY

The objectives of the research were as follows:

- ❖ To establish how principals manage the PPM at secondary schools.
- ❖ To find out the influence of the PPM in curriculum implementation in secondary schools.

The research questions of the study were as follows:

- ❖ What management roles can be played by principals in the PPM in secondary schools?
- ❖ How does the PPM influence curriculum implementation in secondary schools?

1.5 THEORETICAL FRAMEWORK

The theoretical frameworks of this study are distributive justice theories. Rawls' theories of equality, utilitarianism and egalitarianism are theories underpinning the PPM. Hodgson (2010) argues that principles of distributive justice are principles designed to guide the allocation of the benefits and burdens of economic activity. These theories emphasize fairness, equality, redress, transformation and democratic values as important socio-economic elements making for a just distribution of resources.

1.6 DELIMITATION OF THE STUDY

The study focuses on public secondary schools within the KwaZulu-Natal Department of Education (KZN DoE). The KZN DoE comprises 12 education districts, namely: Amajuba, Ilembe, Pinetown, Sisonke, Ugu, Umgungundlovu, Umkhanyakude, Umlazi,

Umzinyathi, King Cetshwayo, Vryheid and Zululand. The study will be conducted in the King Cetshwayo District, which was chosen because it has secondary schools situated in urban, semi-urban and rural areas. Choosing the King Cetshwayo District would also enable the researcher to generalize the findings.

1.7 LIMITATIONS OF THE STUDY

The study does not represent the practices of the PPM in other education districts in KwaZulu-Natal, since it has focused only on the King Cetshwayo District. The financial resources have been a challenge in choosing the study population. Using the Likert Scale for answers in the research instrument did not allow participants to elaborate on other issues pertinent in PPM practices. The study did not attend to the views of HoDs and post level one (PL1) educators who are 'hands on' in implementing curriculum. Furthermore, this study was conducted in secondary schools and not in primary schools in the King Cetshwayo District.

1.8 DEFINITION OF TERMS

1.8.1 Post-provisioning model

The Department of Education, as it then was (2002), describes the PPM as a matter of routine to work out the annual post establishment in schools, based on their requirements and the school staffing policy of the government. Naicker (2005) defines the PPM as a technically complex, formula-driven model which proportionally distributes state-paid posts to public schools on the basis of weighted learner enrolment numbers. Ntuli (2012) argues that the PPM is a resource allocation model (RAM) which is used to distribute the available educator resources in an economical way. Salmon and Sayed (2016) regard the PPM as a strong allocation mechanism which is used to rebalance the skewed distribution of educator resources.

In this study, the researcher defines the PPM as a distribution mechanism set to direct the establishment of posts based on available financial resource and teaching and learning needs, and tool to allocate the state-paid human capital in schools. The model uses two key criteria, namely, the number of learners at school, and the particular needs

of learners at each school (DoE, 2002). It focuses on state-paid educators only. The driving purpose of introducing the PPM was to find a way of distributing the total available posts to all public schools in an equitable, transparent and resource-efficient manner (Education Labour Relations Council, 2001).

The researcher argues that the PPM is the machinery in the distribution of human capital which has affected the implementation of curriculum in South African schools. The PPM allocates resources in terms of the number of learners and learner's needs per school. The researcher argues that the model seems to be resource-driven, i.e. by money rather than by needs (Ntuli, 2012). The PPM is a managerial challenge which influences curriculum implementation in schools. The model does not focus on the school's individual needs, and this affects curriculum implementation.

1.8.2 Post-provisioning norm

The PPN is the outcome of the PPM. The PPN refers to the number of learners enrolled in a particular school which determines the number of educators to be distributed to the school (Mdlalose, 2003). In the researcher's view, the PPN is an answer to the PPM formula and declaratory document, which orders the school principal to comply with the given number of educators in a particular school. With regard to the PPM, principals are expected to headcount all learners in school at the beginning of a new academic year in order for the DBE to determine and release the PPN certificates in September of every academic year (Department of Education, 2002). The difficulty in learners' enrolment is that a low enrolment means low resources, which might affect a variety of learner's needs in curriculum implementation. The DBE also uses learners' enrolment figures and the school's location to allocate educator posts, and norms and standards, which allow the schools to buy all the resources required in curriculum implementation (DBE, 2013). In this regard, educators remain the first asset in curriculum implementation in schools (Kreitner & Kinicki, 2008). On what is said, the researcher poses this question: What management roles can be played by principals in the PPM at secondary schools?

1.8.3 Curriculum implementation

Curriculum implementation is defined as the activity which involves the dissemination of a structured set of learning experiences, the provision of resources to effectively execute the teaching plan, and the actual execution of the plan in the classroom setting where teacher-learner interaction takes place (Ivowi, 2009). Obilo (2010) states that curriculum implementation is the educator's act of translating the curriculum document into action in the classroom.

In this study, the researcher defines curriculum implementation as a process of interpreting, planning and executing a teaching plan in a classroom setting where the unknown world is unlocked to a learner through available resources set for this purpose. It is, therefore, important for us to understand that for curriculum implementation to be effective requires managerial skills and sufficient educator resources. In this study the researcher asks this question: How does the PPM influence curriculum implementation at secondary schools?

1.8.4 Learner-educator ratio

The learner-educator ratio (LER) refers to the ratio between the total number of enrolled learners and the number of state-paid educators in the province. It includes educators employed in management posts such as education specialists, deputy principals and principals. It indicates on average the number of learners to be taught by one educator (Naicker, 2005). Mdlalose (2003), citing the Department of Education (1997), writes that the LER refers to the total number of pupils, or students, at all the institutions within a provincial education department, divided by the total number of full-time educators employed at these institutions.

Ntuli (2012) defines LER as the average number of learners per educator at a specific level of education in a given school year. The researcher, distilling a definition of the LER ratio from the above definitions, defines it as the total number of all learners from all public school institutions in the province divided by the number of affordable educator posts within the province. The current KZN LER is 40:1 for primary and 35:1 for secondary schools. KZN has the largest provincial population in South Africa, with a

huge LER compared to that of the other provinces. The LER has an impact on the quality of curriculum implementation.

1.8.5 Redeployment

According to De Jager (1980), in Nmutandani (2003) ‘redeploying’ means to move workers from one place to another. Vandeveldt (1998) defines redeployment as the transfer of permanently employed full-time teaching staff from one educational institution to another within a specific region. Nmutandani (2003), citing the South African Council of Educators (2001), writes that redeployment involves the shifting of educators declared in excess from the allocated staff establishment of the school to the school where there are vacancies that require their services in terms of the curriculum needs of the school.

Mdlalose (2003) defines redeployment as a form of transfer of educators from posts that were declared in excess in the process of rationalization. The researcher defines redeployment as a process of identifying the areas of demand for educator posts, taking into account curriculum needs, and then moving excess educators to the areas of demand (schools that are in need of educators in terms of the PPN). Educators have always hated to be redeployed, as it threatens the stability of the school, and morale (Nmutandani, 2003). Once redeployment is done the teaching load falls to the remaining staff. This affects curriculum implementation, as teachers are left with a huge teaching task to deal with.

1.9 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The researcher felt that it was crucial to embark on this study so that we could explore how the PPM influences curriculum implementation and the quality of teaching and learning in KZN’s public secondary schools in King Cetshwayo District. There has been a serious outcry about the quality of South African education and its failure to yield the anticipated educational outcomes. This might be premised on the implementation of the PPM. This research would serve as a tool to make the DBE and other pertinent organs of education aware of the impact of the PPM on curriculum delivery. The following stakeholders could benefit from this study:

- ❖ The Senior Management Team (SMT) in the DBE. The study could also contribute towards the development of an effective and efficient educator distribution policy in schools. The study could reveal current practices of PPM and find how curriculum is affected by its implementation.
- ❖ Principals would get a chance to express their views about challenges facing curriculum implementation in schools and results to a formation of a clear and relevant policy.
- ❖ Academics would use this research as a point of reference for future study. It will contribute new knowledge for future educational managers.

1.10 RESEARCH METHODOLOGY

1.10.1 Research paradigm

Boudah (2011) argues that positivism is a paradigm that seeks to understand casual links between two or more variables. The study is founded in the positivist paradigm since it seeks to study i.e. relationship between the influence of the PPM and curriculum implementation at secondary schools. This study seeks to collect data that can be interpreted quantitatively in line with the positivist paradigm.

1.10.2 Research approach

This study employed the quantitative research methodology. According to Uys (2003) and Boudah (2011), the quantitative approach refers to attempts to collect data that can be presented in the form of numbers, and which represent some or other measurements. The researcher used the quantitative research method in order to fulfil the research objectives and answer the research questions. The study was aimed at investigating a large population through quantifying the results for easy generalization of the findings to the larger population of interest (Adams & Lawrence, 2015).

1.10.3 Research design

The study is descriptive in nature, grounded in exploratory research. It describes the frequency of the findings in order to make conclusions about the phenomenon. Hence, employment of the quantitative approach was indispensable. Descriptive research may

be described as simply an attempt to determine, describe or identify what is problematic in phenomena (Briggs & Coleman, 2007). The rationale behind this design was that the researcher wanted to establish the principals' roles, and measure the relationship between two variables (the PPM and curriculum implementation).

1.10.4 Description of the population and sampling

The King Cetshwayo education district comprises 200 public secondary schools under Sections 20 and 21 of the South African Schools Act (Act no. 84 of 1996). All these schools differ in terms of government quintiles (ranking of schools in terms of individual needs). Principals in public secondary schools were the target population since they are involved in the management and implementation of the curriculum in schools.

The principle of probability sampling (systematic random sampling) was employed to avoid bias. The list of schools was obtained from the Education Management Information System (EMIS) unit of the KwaZulu-Natal Department of Education in the King Cetshwayo District. Every second school in the list of 200 public secondary schools was sampled from the larger population. This means that 100 school principals were selected to participate in the study.

1.10.5 Instrumentation

The questionnaires were used in this study with closed-ended and open-ended questions. Closed-ended questions typically ask the respondent to make choices from a set of alternatives (McMillan & Schumacher 1993; Adams & Lawrence, 2015). The questionnaires were helpful in this study, because they were cost-effective, and respondents had the right to anonymity in answering. Some research participants could not have time for other means of collecting data, such as interviews. In these cases, the questionnaire was obviously essential.

1.10.6 Pilot study

Questionnaires were tested through ‘piloting’. This was done to validate the content of the research instrument. The questionnaires were pilot-tested on 10 school principals in the Eshowe Circuit Management Cluster, who would not take part in this study. The pilot study provided the reliability and validity of the instrument. It further revealed whether there were any ambiguous questions, matching items, and unappealing layout, and whether clear language was used in designing the questionnaire. The pilot study also gave insight into the findings of the study.

1.10.7 Administration of the instrument

The questionnaires were mailed to participants. Appointments were made with principals after questionnaires and accreditation letters had also been mailed to them. Appointments were made telephonically for collecting the questionnaires, and to give participants a second chance to complete them. In this study, the researcher found it important to have another plan in case some participants did not complete the questionnaires (Briggs & Coleman, 2007). Participants were motivated through enclosed motivational letters explaining the aims of the study.

1.10.8 Data analysis

Kumar’s (2014) steps for analysing data were applied in this study. The data collected from participants were gathered, evaluated, selected and analysed. This study used tables with percentages to present, interpret and analyse data. This was done through the Statistical Package for Social Sciences (SPSS). When the study was complete, the findings could not be generalized to other education districts in the province of KwaZulu-Natal.

1.10.9 Validity

Validity is concerned with whether or not we measure what we set out to measure, and the efficiency of this measurement (Drew, Hardman, & Hosp, 2008). In this study validity was measured through pilot study. This was conducted with 10 school

principals in the Eshowe Circuit Management Cluster, as mentioned above (section 1.9.6). This ensured whether the research questionnaire would yield what the researcher intended to measure.

1.10.10 Reliability

Reliability was established in the instrument through pilot study. This was done to ensure the trustworthiness of results. Slavin (2007), Punch (2009) and Wilson (2009) confirm that reliability refers to the trustworthiness of the results and instruments that is consistently shown in the process of analysing the data. The researcher used tests to determine the reliability of the research questionnaire, as recommended by Buthelezi (2016). The questionnaire was tested and retested under the same conditions. The researcher analysed the ratio between test and retest scores in order to establish the reliability of the research instrument.

1.11 ETHICAL CONSIDERATIONS AND SAFETY ISSUES

When conducting the study, the researcher sought permission from the University of Zululand Research Ethics Committee (UZREC), the KwaZulu-Natal Department of Basic Education (KZNBDE), and the participants, the school principals. After seeking permission from the stakeholders concerned, the researcher explained the purpose of the study and assured respondents of their anonymity, and the confidentiality of the information that would be provided in the questionnaires. The researcher assured the research participants about the protection of their rights. This is also endorsed by Kumar (2014) and Duncan, McDowall, Mackenzie-Davey, and Whiting (2016), who consider that the right to privacy, autonomy and confidentiality are crucial when conducting a study that involves groups of people as subjects.

1.12 STRUCTURE OF THE THESIS

Chapter One

This chapter comprised the motivation of the entire study, the statement of the problem, aims of the study, and the plan of the whole study.

Chapter Two

Chapter Two provides a conceptual and theoretical framework for the study, based on selected and relevant literature on the PPM and curriculum implementation.

Chapter Three

Chapter Three provides details on the research methodology and research design of the study.

Chapter Four

Chapter Four comprises a detailed analysis and interpretation of data.

Chapter Five

This chapter provides a synthesis of findings and recommendation

1.13 CHAPTER SUMMARY

This chapter has presented the orientation of the study. Having considered the influence of the PPM in curriculum implementation at secondary schools, the researcher saw the need to investigate and explore the principals' roles and the influence of the PPM on how they affect the curriculum implementation. This generated the articulation of the research problem and the aims of the study. The research questions were clearly stated in focusing on the research objectives of the study. The research paradigm, approach, design, population and sampling, pilot study, instrumentation, administration of the questionnaire and analysis of data have been outlined in this chapter. The next chapter focuses on the theoretical framework and literature review based on the influence of the PPM in curriculum implementation.

CHAPTER TWO

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter gave orientation about the research objectives, research questions, and problem statement, and an overview of how the study was conducted. This chapter gives us a comprehensive understanding of the theoretical framework of the PPM and its outcome, the PPN. The role of a School Governing Body (SGB), and roles that could be played by principals to ensure a proper environment where implementation of curriculum can run smoothly, are discussed. The PPM has come with implications which have affected curriculum implementation, and they are outlined in this chapter. Furthermore, critical analysis and evaluation of the PPM is given, and factors that should have been considered for its effective implementation are discussed.

2.2 THE ESSENCE OF THE POST PROVISIONING MODEL

The essence of the PPM is found in its policies. It is aimed at providing a fair and transparent basis for the staffing of schools; identifying educators ‘additional’ to the staff establishment; identifying vacant posts in accordance with the given PPN; facilitating and expediting the movement of educators ‘additional’ to the establishment, and displaced educators to vacant posts; and achieving equity in educator staff provisioning (KwaZulu-Natal Department of Education and Culture, 2003). The PPM 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 (DBE, 2013). Ntuli (2012) argues that the essence of the PPM is found in the following key areas, namely:

2.2.1 The need for equity in resources

Brown and Tandon (1983) define equity in relation to inequities or inequalities in distribution of wealth or resources, and adjustments that are required to allow for more equitable redistribution. Mestry and Ndhlovu (2014) assert that rectification and parity in all aspects of education was thus a necessary imperative in a new, democratic system (Pellicer & Ranchhod, 2012). Thus demand for rectification is captured in the commitment to ensure equity to all education policies. The allocation of resources was more in favour of the white minority under the apartheid government (Education White Paper 2) (DoE, 1996). Even in the current status, the schools which were previously advantaged are still richer than previously disadvantaged schools, especially in rural areas.

Addressing the challenges of equity by the DBE would include notable reforms such as the South African Schools Act (Act No. 84 of 1996), which makes equitable funding of schools the State's responsibility, the equalization of learner-educator ratios, the PPM, which was for allocating teachers, and the introduction of the national norms and standards for school funding (NNSSF) to close the gap between rich and poor schools (Ndhlovu, 2012; Mestry, 2013). The PPM would ensure that resources were distributed in a manner that was fair and just to all schools (Naicker, 2005). However, in spite of legislative policy imperatives which were aimed at distributing resources equitably, poor schools still experience structural resource shortages which affect management and attainment of effective curriculum implementation (Rembe, 2012). This hints at the migration of learners to richer schools, leaving poor schools with a low number of learners (Rakabe, 2016). The researcher considers that this prevents poor schools from offering a variety of subjects because of low learner enrolment. Moreover, learners are deprived of their curriculum needs which the PPM claims to cater for.

2.2.2 The need for transformation

The PPM was aimed at rectifying the imbalances and inequities of racial discrimination (DoE, 1996) (*Education White Paper 2*). *Education White Paper 2* highlighted these disparities by pointing out that the former racially and ethnically

organized departments of education embodied substantial inequalities in per capita spending, the largest disparities being accounted for in the ‘skewed’ distribution of teacher qualifications, inappropriate linking of salary levels to qualifications, and disparities in learner-educator ratios that needed to be transformed (DoE, 1996). In this regard, the researcher still sees challenges, especially in educator qualifications and current LER provisions which seem not have been properly transformed to favour effective curriculum implementation in schools.

The PPM would also help to address the issues of apartheid government. The communities had no say in the schooling system of their children (Msani, 2009). It was the provisions of the South African Schools Act which transformed and gave powers to SGBs. SGBs were empowered to appoint SGB-paid educators through fees in order to pay their salaries. The researcher contends that the SGB powers in Section 20 schools are very limited since they cannot employ SGB-paid educators. The Act is more favourable to Section 21 schools, most of which were advantaged in the apartheid education system. DoE (2002) in Nyambi (2005) section 21 schools refer to a school where the School Governing Body (SGB) has been allocated extra functions such as controlling its own finances, maintaining and improving their school property and buildings as well as paying for services rendered to the school. On the other hand, section 20 schools are defined as schools in which SGB has not been granted powers given to sections 21 schools in terms of South African Schools Act 84 of 1996 (SASA). Moreover, these schools do not have approval from DBE to procure their own goods and services in terms of DBE arrangements (Nyambi, 2005).

2.2.3 The need to redress

The need to redress past inequalities in South African schools was required through the PPM. According to Ntuli (2012), citing the United States Agency for International Development (USAID) (2010), redress means reaching distributional equality through the reallocation of public resources such as human, physical and financial resource inputs in poor schools. The researcher describes redress as a special compensation for those who benefited less than others under previous resource distribution policies. However, the researcher maintains that redress has a long way to go. This is because former Model C schools are still more advantaged than previously disadvantaged

schools (Mestry & Ndhlovu, 2014; Rakabe, 2016). The researcher believes that the need to redress has been ignored in the distribution of educator posts, since additional educators are given to larger schools rather than the poor and small schools, particularly in rural areas (Mdlalose, 2003). In this regard, one ponders and poses this question: How best can we implement the PPM in schools?

2.2.4 Funding as the point of departure

The budget was a point of departure in addressing all challenges about distribution of resources. The last factor driving the PPM was the budget. The DBE has allocated a large amount of money to be distributed in a fair and transparent manner. The distribution of resources needed to be allocated with existing funds and in an efficient manner in order to avoid wasteful expenditure by government. Salmon and Sayed (2016) record that the apartheid education system was spending a lot on educator salaries. Failure to control funding would cause problems in authorizing principals to appoint educators without making funds available in the budget for that purpose. The DBE wanted to control the employment of staff. This would ensure financial stability in provincial DBE.

The Department of Basic Education (2016) points out that available resources need to be used prudently and for optimum benefit, and that duplication of functions should be eliminated. Currently, it seems as if little or no money is being invested in educators' salaries, while the population is growing rapidly. The researcher sees the need for massive investment in educator salaries by increasing the budget for employing educators in order to reduce class sizes, which will improve teaching and learning, particularly in previously disadvantaged schools. The employment of highly qualified educators in these schools should be promoted through providing incentives which will attract educators from urban schools to rural schools. This could improve curriculum implementation in both rural and urban schools, since the shortage of educators is deemed to be the greatest single hindrance to curriculum implementation.

2.3 THEORIES UNDERPINNING THE PPM

The PPM is found in the distributive justice theories. These theories include a combination of Rawls' theory, utilitarianism and egalitarianism. Lynch and Baker (2005) argue that inequality needs more attention in developing educational policies, and that equality is central to both the purposes and processes of education, which include equality in educational and related resources. Below is a discussion of theories supporting distributive justice theory.

2.3.1 Rawls' theory

Rawls' theory is known as a distributive justice theory. It refers to a perceived fairness of one's outcomes (Mayer, Greenbaum, Kuenzi, & Shteynberg, 2009). Hodgson (2010) argues that principles of distributive justice are normative principles designed to guide the allocation of the benefits and burdens of economic activity. This basically tells us that there should be guiding principles in distributing resources. The purpose of this theory is to assist leaders in understanding how values can be marshalled and ethical positions taken in order to ensure fairness and equity in education systems (Hodgson, 2010). The theory emphasizes fairness and equality as important factors towards building an inclusive society for the distribution of resources.

Vance (2013) supports Rawls' theory of just distribution by mentioning the following features of justice that should be present in the resource distribution:

- ❖ Each person should receive an equal share.
- ❖ Each person should receive a share, according to how much they need.
- ❖ Each person should receive a share, according to how much they contribute.
- ❖ Each person should receive a share, according to how much they merit it.

He states that distributive theory entails four concepts, namely: fairness, equality, desert and rights. The researcher considers that this theory is fully packed into the PPM, as the PPM is regarded as a policy which seeks to address past imbalances in the distribution of educational resources. The theory stresses that an egalitarian condition is possible only if

the resources are distributed fairly and equally. This is evident in the manner in which educator resources and infrastructure were distributed to former Model C schools in a manner which disadvantaged black schools during the apartheid era. Thus there is a special need to redress past imbalances to ensure equality and inclusivity in the economy of the country, beginning with education.

2.3.2 Utilitarian theory

Utilitarianism is an ethical philosophy in which the happiness of the greatest number of people in the society is considered the greatest good (Bentham, 1789; Mill, 1863). Bentham and Mill are the founders of utilitarianism. This theory is also known as the consequentialist theory (Slowther, 2007). Utilitarianism is defined as a moral theory developed and refined in the modern world to favour the majority of people in the distribution of resources (Moreland, 2009). However, the researcher argues that the minority should be happy as well, as they have the right to benefit from such resources in the distribution process. The utilitarian account of morality as being the moral value of an act, rule or policy is to be found in its consequences, not in intentions or motives (Slowther, 2007). This theory is concerned with who benefits from distributed resources. The researcher believes that this theory is not needs driven, but rather considers cost-effectiveness, which might benefit a 51% majority, and disadvantage the 49% minority.

The PPM seems to be grounded in this theory, since it focuses more on minimizing costs of employing educators by circulating educators within the system through rationalization and redeployment. The 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 minority had been benefiting before a fair and democratic distribution of resources was legislated to occur. The underlying principle of the PPM after 1994 was that resources needed to be redistributed equitably considering the happiness of the majority of South Africans rather than the minority who benefited during apartheid. This study is found in utilitarianism.

2.3.3 Egalitarian theory

According to Nagel (1979), egalitarianism refers to an assumption of moral equality between persons according to which equal weight should be given to each person. Egalitarians are philosophers who aim at ensuring, via law and public policy, that all persons get the same benefits in society (Machan, 2002). Machan argues that policies and laws should seek to benefit society in education, health care and other government institutions in a manner that is equal. The researcher contends that the concept of 'equality' expounded by egalitarianists seems to be adding little value to those who were previously disadvantaged in the distribution of resources.

This concept seems to embrace all people regardless of whether some had benefited in the system or not. The theory advocates that there should be no special treatment for those who might have been victims of past injustices. For instance in SA, people who benefited under the apartheid government will never be equal with members of the disadvantaged groups. Thus there is a need to do more than work for equality (that is, skew the distribution of resources in favour of those who were previously disadvantaged) in order for fairness to prevail. The researcher argues that for as long as there is preferential treatment of certain groups equality and equity remain very far-fetched dreams in South Africa.

The South African resource distribution mechanism of PPM is supported by democratic values. Its roots are based on the political ideologies which are backed by egalitarianism. The conditions for resource distribution were in favour of white people in South Africa before 1994. Therefore, there was a need to address such inequalities. However, this inequality continues to divide the society in the provision of educational opportunities. Naicker (2005) argues that the PPM seems to be failing to skew the educator distribution in favour of disadvantaged schools. The advantaged and disadvantaged schools are treated in the same way as if they all benefited during apartheid. The PPM could serve as a mode of ensuring equitable distribution of educator resources to all schools if it is properly implemented. This study is largely grounded in egalitarian theory.

2.4 INTERNATIONAL TRENDS RELATING TO THE PPM

2.4.1 The PPM in South Africa

Before 1994 the concept of a 'national norm' (NN) was mostly used by the National Department of Education (NDE) (Mdlalose, 2003), and was used by the apartheid government to distribute more resources to white schools. It benefited the white minority in the following ways: teacher qualifications, inappropriate linking of salary levels to qualifications, and disparities in learner-educator ratios as said earlier (DoE, 1996). Black schools were characterized (as many of them still are in 2018) by a lack of essentials such as proper infrastructure. They also suffered from unqualified educators, a shortage of teaching and learning support material, libraries and laboratories, and overcrowding, which was a serious handicap in the implementation of curriculum (Rembe, 2012). On the other hand, white schools were well resourced to ensure effective teaching and learning. The PPM is a complex formula and resource-driven model, as stated earlier, which must be best used to ensure inclusiveness in South African schools (Ntuli, 2012).

To address the issues of inequality there was a need to revise NN policy in order to serve the cause of justice to all schools in South Africa. It is for this reason that the PPM was adopted as a model that could be used to distribute educator posts in a transparent, fair and efficient manner. The PPM was introduced and implemented in 1998 in order to replace NN.

The PPM was put on the table by the NDE to be discussed by the educator unions, SADTU, NATU and NAPTOSA. The Education Labour Relations Council (ELRC) also played a pivotal role in adopting and implementing this model. Gasa (2016) maintains that the PPM is a challenge in the management of human resources in schools. Most schools seem to struggle with the current (LERs). The LER determines the posts to be distributed in each school. If the LER ratio of 35:1 is too high for quality education, then it means there is an educator shortage (Marchant, 2012). The researcher believes that a shortage of educators exists for two reasons: a lack of qualified educators, or a lack of money to pay them.

The introduction of the current LER by the ELRC was influenced by World Bank studies which maintain that a learner-educator ratio of 35:1 is appropriate for schools in developing countries (Ntuli, 2012). The ELRC introduced a uniform national LER of 40:1 in primary schools and 35:1 in secondary schools (ELRC, 2001). The researcher considers that the current provision might not augur well, because learners are more than 35 in classrooms, especially in urban schools, and some public secondary schools cannot reach even 35 learners per class, particularly in previously disadvantaged schools. NAPTOSA (2006), in Marchant (2012), argues that a class size of 30 or fewer learners is ideal for educators to provide quality education. This basically means that there is no quality education since most of the schools are overcrowded in the King Cetshwayo District. Moreover, it tells us that the current provisions of the PPM influence curriculum implementation.

The South African government has spent lot of money in addressing the grim legacy of apartheid (Mestry, 2013). However, the funding of and allocation of resources to public schools remains a serious problem (Rakabe, 2016). Before 1994, the funding of public schools favoured the white minority. After 1994, the South African Schools Act of 1996 and other policies began to address past imbalances. This led to a division between Section 20 and Section 21 institutions. Addressing the issues of funding and allocating school resources would include the PPM, and the national norms and standards for school funding (NNSSF) (Ndhlovu, 2012). These laws would address the past imbalances through considering the background of each individual school. The allocation of resources in the PPM also considered the geographical and poverty indicators for previously disadvantaged groups.

One of the fundamental elements of SASA was to empower schools and communities to effect change (Msani, 2009). However, an immediate practical problem was that resource inequality had been enforced under the apartheid education system. The capacity of the majority of schools to offer quality teaching and learning would require massive financial injection, which in the context of the fiscal austerity measures of the 1990s, and competing social needs, was unlikely to happen (Rakabe, 2016). The researcher considers that at present most of the previously advantaged schools achieve effective curriculum implementation owing to the availability of funding.

Despite a significant shift in the overall distribution of posts, since 1994 state-paid posts have continued to marginally favour the better-off schools (Motala, 2006, Organisation for Economic Co-operation and Development, 2008). The PPM policy, for example, provides more staff to schools which offer scarce and priority subjects like mathematics, science and technology, which works to the advantage of wealthier schools. The role of school fees has also had a significant bearing on inequitable resourcing of schools, with some ex-Model C schools able to charge and collect enough funds to allow them to employ more educators (Mestry, 2013). This keeps pressure on Section 20 schools, as they are expected to perform in the same way academically as Section 21 schools, but poorly resourced schools cannot afford to incur other operating expenses, such as appointing SGB-paid educators.

Inequality gives Section 21 schools an advantage, but those under Section 20 are likely to yield poor results as the infrastructure is not in their favour. Mestry (2013) asserts that inequalities in resource allocation from the state have supposedly been removed, but they persist for a number of reasons, including the inability of parents to pay school fees, the inaccessibility to poor learners of schools in affluent areas, high dropout rates, the unavailability of qualified educators in some schools, and the unfavourable learner-educator ratios, especially in black schools and public schools in general. Factors making for the inequality of schools include the problem of learner migration, which leaves the poor schools with low enrolment numbers. Rakabe (2016) confirms that the migration of learners, especially in rural areas, deprives poorer schools of state funding and quality teaching staff. The problem of learner migration is given little consideration in the provision of the PPM.

2.4.2 The educator distribution model in a developing country: A case study of Zambia

PPM is a South African concept. Other countries, such as Zambia, have their own educator distribution model which this section intends to explain. African countries seem to experience challenges in curriculum implementation. The delivery of quality education has been a major problem in Zambia, despite advances in access to education (Beyani, 2013). Beyani argues that policy initiatives have paid more attention to access than to quality. Pupil-teacher ratios are very high, and vary from region to region. Some extreme cases of pupil-teacher ratios range from 80:1 to 100:1,

while the ideal average is 35:1. The researcher understands that this reduces pupil–teacher contact and contributes to poor curriculum implementation.

The training of educators is another challenge since far too many of them are poorly trained, which the distribution policy does not consider when redeploying educators. Other factors contributing to the poor quality of learning are the unavailability of teaching and learning materials, inadequate teacher qualifications, insufficient contact time between pupils and teachers, and the poor motivation level of teachers. Teachers feel demotivated because of poor conditions of service and inadequate teacher housing (Beyani, 2013). In this regard, the researcher poses this question: What distribution policy of educator resources can best serve the needs of developing countries?

Zambia’s economy is not attentive to investment in education. It is for this reason that there are high learner-educator ratios in Zambia. The education system needs enormous financial injections. According to the *Zambian Ministry of Education* (2010), citing in a statistical bulletin, 58% of the schools are in government hands, 33% are community schools, and 9% are private schools. This has led Zambia to experience challenges in distributing educational resources, including staff. Some schools are established by communities who use volunteers and unqualified educators. However, a government policy since 2006 has been to equip these schools with better infrastructure and qualified teachers, and eventually take them over, but this remains a challenge.

Beyani (2013) points out that there is a need to reduce the learner-educator ratio of 48:1 (as it was in 2013). This could have happened through building more schools and training and recruiting more teachers. However, the researcher argues that this cannot be done without an increase in economic growth. The challenge in providing educational infrastructure and reducing class sizes is almost the same as South Africa, where classrooms are overcrowded; there is a lack of school equipment; poor teacher satisfaction because of poor conditions of service; a lack of educational opportunities; and a neglect of disabled children, particularly those living in remote rural areas (Mdlalose, 2003).

Zambia aimed at an ideal learner-educator ratio of 35:1 in public schools (UNESCO, 2008). However, this does not happen. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2012) indicates that in 2012 Zambia had about 58 learners in classrooms. South Africa might itself have a problem with the LER because of its fast-growing population.

2.4.3 Educator distributional model in a developed country: A case study of Israel

Israel is considered a developed country, although it has substantial poverty and large income gaps (Investopedia, 2016). It distributes resources differently from Organisation for Economic Cooperation and Development (OECD) countries. Israel ensures equity, redress and transparency in the distribution of educational resources. Most of the developed countries are characterized by high life expectancy which in the case of Israel increased by 7.7 years, and GDP increased by 112% between 1980 and 2013. Overall, the United Nations (UN) gives Israel a human development index (HDI) value of 0.89, which ranks the country 18th in the world (Investopedia, 2016).

The UN notes that despite Israel's high score on the HDI, there is a lack of uniform distribution of human development across the entire population. According to the OECD (2014), the LER in 2012 was standing at 14:1 at the lower secondary education (general education and training) level, and 11:1 at the upper secondary education (further education and training) level in Israel. Israel's LER is regulated by the mandate of OECD countries. The LER decreased in all OECD countries, including Israel, at the primary and lower secondary levels, despite a general increase in class size at these levels (OECD, 2014). The researcher notes that despite the decrease, the overcrowding remains a problem in Israel as the LER does not represent actual class sizes.

In Israel there is no PPM, but they adopted a distribution resource allocation model that is able to distribute educational resources in an equitable and resource-efficient manner (Hadar & Ziderman, 2010). The needs-based approach (NBA)-driven model adopted by the Department of Education in Israel distributes resources in schools effectively. The NBA considers the following factors: students' academic achievement, students' background, teacher profile and school characteristics (Hadar

& Ziderman, 2010). The school characteristics and other factors listed above seem to have been ignored in South Africa.

Israel's model might be helpful even in developing countries such as South Africa, although Israel is a developed country. The NBA model seems to be a good approach for distributing South African educational resources, including the provision of educator posts. The challenge might be to establish more schools, which will require a massive financial investment. Economic growth might provide the means to reduce class sizes, which affect curriculum implementation. The failure to manage the curriculum is the major hindrance to economic growth, which is grounded in the provision of quality education.

2.5 THE LEGISLATIVE FRAMEWORK OF THE PPM

The DBE has effected a variety of legislation to guide the implementation of the PPM in schools. These policies are continually reviewed by relevant organs of the education sector, including the Education Labour Relations Council (ELRC), departmental officials, the South African parliament and trade unions. In the course of developing policies, parties give special consideration to the South African Constitution as the supreme law of South Africa. The following policies spell out the procedures for implementing the PPM.

2.5.1 Employment of Educators Act (No. 76 of 1998)

The Employment of Educators Act, Section 3(a), gives power to SGBs to appoint educators additional to the posts established by the relevant provincial Member of the Executive Council (MEC). This Act is related to the South African Schools Act (No. 84 of 1996), which makes provisions regarding conditions of service and educator establishment, appointments, promotions and transfers. In the interpretation and application of the PPM, these key areas should be considered by the provincial Department of Basic Education.

2.5.2 Education Labour Relations Council (Resolution 2 of 2001)

The ELRC Resolution 2 of 2001 is still a powerful source of law which gives clear guidelines as to how the PPM should be implemented in schools. This policy spells out what procedures should be followed and what tools are to be used in the process of declaring additional educators. Resolution 2 of 2001 gives steps that should be considered when resolving disputes during the implementation of the PPM.

2.5.3 Republic of South Africa Government Notice No. 1451 of 2002.

This source of educational law in this study is referenced as DoE (2002). This notice was directed to the DBE with regard to the implementation of the PPM at a provincial level. Since the PPM is implemented at this level, there was a need for development of policy which gives the criteria as to how educator posts would be established: for instance, ideal class sizes, the period load of educators, the promotion of learning areas, the size of the school, the number of grades, language as a medium of instruction, disabilities of learners, access to curriculum, poverty, level of funding, and *ad hoc* factors. It is the PPN certificates that are given by the provincial DBE which declare how many educators must be distributed to a particular school.

2.5.4 South African Schools Act (No. 84 of 1996) (SASA)

SASA serves as a regulatory framework which guides all schools as to how they must operate. It prescribes to the Heads of Department (HoDs), principals and governing bodies how they should implement policies of the DBE regarding PPM implementation. For instance, Section 20 of SASA provides that SGBs should make recommendations on the appointment of educators and support staff. Chapter Four of SASA, Section 36, provides that the SGB of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school. In relation to the PPN, SGB-paid educators can only be hired if funds are available.

The above sources of law regarding the PPM are applied in South African schools. All these policies are consonant with our democratic dispensation, which seeks to address the past imbalances of the apartheid legacy in education. The *Education White Paper 2* indicates these past injustices in the educational environment. Since the PPM is premised on a combination of policies, some authors have criticized the DBE on the grounds that there is not even one main policy that spells out all policies underpinning and regulating the implementation of the PPM (Ntuli, 2012). This pushes the educational leaders to use different sources of law to implement the PPM, a practice that could cause ambiguity.

2.6 ROLES OF THE SCHOOL GOVERNING BODY IN CHALLENGING THE PPM

The SGB is the structure set to govern, guide and rule in schools (KwaZulu-Natal Department of Education, 2000). The researcher defines the SGB as a structure in schools placed to assist the principal in making sure that the school has a vision, mission and objectives to be achieved. The SGB represents parents' concerns. However, before 1994 parents did not have much say in the governance and management of schools. For instance, they were not actively involved in decision making, and had no power to influence the quality of education offered (Msani, 2009); but after the adoption of SASA power was given to the SGBs to make recommendations on the appointment of educators and to promote the best interests of their school by striving to ensure its development through the provision of quality education for all learners. The recommendations are crucial in ensuring that school weaknesses are identified and catered for. However, the schools under Section 21 seem to enjoy more benefits from the SGB's exercise of its responsibilities.

The Labour Relations Act (Act No. 66 of 1995) provides that a public school may establish posts for educators and employ them additional to the establishment determined by the MEC in terms of section 3 (1) of the Employment of Educators Act, 1994 (SASA 2011). The researcher believes this can only be done if resources allow the school to employ such educators. On the other hand, the schools under section 20, which are controlled by the DBE in terms of funding, cannot implement this provision (SADTU, 2010; Rakabe, 2016), although both Section 20 and 21 schools might have the same curriculum implementation needs.

The researcher argues that for as long as there are schools that are not getting the same, relevant, quality resources, the schools are not going to provide a quality education. The SGB seems to be a good partner in ensuring that effective teaching and learning, and quality results prevail (SASA, 2011). The employment of SGB-paid educators has the effect of reducing the learner-educator ratios as well as educator workloads (Naicker, 2005). The PPM does not consider this fact, even if it is obvious that the school cannot function with its existing educators, but only considers the enrolment numbers in the form of ratios instead of the feasibility of effective curriculum implementation. Section 21 schools enjoy the benefit of employing SGB-paid educators, but Section 20 schools raise no fees to employ such educators. Without SGB-paid educators to teach in Section 20 schools, the schools are less effective in curriculum implementation. The SGBs play a pivotal role in reducing the LER. See table 2.1 below.

Table 2.1: Learner-educator ratio, learner-school ratio, and educator-school ratio

Province	Learner-educator ratio (LER)		Learner-school ratio (LSR)	Educator-school ratio (ESR)
	State-paid & SGB-paid educators	State-paid educators		
Eastern Cape	32.5	35.3	347	10.7
Free State	29.9	32.3	553	18.5
Gauteng	32.5	36.2	983	30.3
KwaZulu-Natal	33.1	38.3	480	15.2
Limpopo	33.0	34.0	441	13.4
Mpumalanga	31.8	33.4	607	19.1
Northern Cape	32.5	34.7	529	16.3
North-West	32.0	35.0	551	22.9
Western Cape	32.0	38.0	733	22.9
South Africa	32.5	35.7	521	16.2

Source: EMIS, *School Realities 2016* [Online] www.education.gov.za

Counting all educators, the LER for ordinary public schools nationally was 32.5, while counting only state-paid educators in these schools, the LER increased to 35.7.

KwaZulu-Natal's LER decreased from 38.3 to 33.1 as a result of SGB-paid educators. The Section 20 schools remain in the shadow, as they cannot employ SGB-paid educators. The funds given to such schools are limited.

Motala (2006) states that incorporation of the poverty grading of the schools in the distribution formula is a sign of the conception of equity that is closer to vertical equity and adequacy, since this approach takes into account the historical inequalities among schools. The researcher avers that equity is still a challenge in schools. It has not remedied past injustices, which left poorly resourced schools far from equality. The researcher advocates that redress strategies need to be developed to compensate previously disadvantaged schools. Although some effort has been made by the government in allocating school funds to disadvantaged schools, more still needs to be done. The current model of distributing school funds (adherence to norms and standards) still favours the previously advantaged schools to double their wealth from the norms and standards level. Motala (2006) states that early policy, which aimed at uniform equity through a distribution of educators from richer to poorer schools, moved to a conception of equity closer to mere adequacy, taking into account a weighted-learner approach which includes the quintile ranking of schools. However, the researcher argues that allowing SGBs to raise funds makes such schools three times richer than disadvantaged schools, as the latter still receive funding only from the DBE. See Table 2.2 below.

Table 2.2: Learner allocations in terms of school quintiles

Quintile	Per-learner allocation	Proportion for funding	%of schools/quintile	No fee target
Quintile 1	R1010	30%	22.9%	100%
Quintile 2	R1010	27.5%	16.7%	100%
Quintile 3	R1010	22.5%	24.9%	100%
Quintile 4	R505	15%	18.8%	67%
Quintile 5	R174	5%	16.7%	22%
No fee threshold	R926			

Source: *Government Gazette* (2013)

The table above gives a summary of the national learner subsidy allocations. National government decided that the minimum no-fee threshold was R926 per learner per annum. The target funding level for learners in quintiles 1, 2 and 3 is R1 010, whereas learners in quintiles 4 and 5 receive R505 and R174 respectively. The allocation of R1 010 for quintiles 1, 2 and 3 is very small as there is no other source of income in these schools which can help them hire SGB-paid educators. The researcher argues that most of the schools in such quintiles have smaller enrolments. Having limited enrolment is a threat to offering a variety of subject streams, and it means less funding for the development of school infrastructure, which plays a crucial role in the implementation of curriculum.

2.7 MANAGEMENT ROLES OF PRINCIPALS IN PPM RELATING TO CURRICULUM IMPLEMENTATION

The literature from previous studies in South Africa focused on the effects of rationalization and redeployment on educators (Mthombeni, 2002). In this study, educators were sampled to participate in this study. The researcher in this regard, argues that PPM is the principal's task to implement. Hence there is a gap on management roles and curriculum implementation since nothing is said. Mthombeni (2002) gives us the clue of effects of PPM on the personal lives of educators. Mdlalose (2003) gives the insight of how PPM affects educator job satisfaction. In this study, there is a little about curriculum implementation but not directly. The focus on this study was to investigate how PPM influences job satisfaction of educators in the working environment. These studies said nothing about management roles of principals in PPM which are central to both educators and effective curriculum implementation.

Nel, *et al.*, (2001) define leadership as the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards attaining defined group and organizational goals. Yukl (2002), in Pont, Nusche, and Moorman (2008) argues that leadership is an assumption that involves a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization. Adeyemi and Brlarinwa (2013) in Sewati, Anwar, and Majoka (2013)

define leadership as ‘the art or process of influencing people so that they will strive willingly towards the achievement of objects’. In this study, the researcher defines leadership in line with Sheikh (2001), who defines it as an ability to influence others to act in order to accomplish specified objectives. The principal has had leadership and management roles assigned to him or her by the DBE to ensure that the aims of the DBE are accomplished. Sheikh (2001), in Sewati *et al.*, (2013), states that a principal is the hub of all the educational efforts, and therefore he/she has to play the roles of organizer, leader, governor, business director, coordinator, teacher, guide, philosopher and friend. However, at the school level this cannot be achieved without the art of getting things done through the use of human capital (Bush, 2010).

The principal is given powers by the provincial Head of Department (HoD) to be the representative for the DBE in addressing PPM processes. However, principals require strong input from the DBE, which includes educators’ characteristics, clear communication from officials, transparency, relevant facilities and administrative capacity in the implementation of the PPM (Waston, 1998). The researcher believes that these factors could minimize the dissatisfaction of educators and principals in the implementation of the PPM.

Since principals represent the DBE, it is their responsibility to ensure that human capital is used for the benefit of the educational institution (KwaZulu-Natal Department of Education, 2010). Thus the principal needs to make sure that the school obtains qualified and specialized educators and all the other resources that learners need. Bolman and Deal (1991) state that school principals need to understand that their school exists to serve human needs, and that if it does not it is useless. The DBE and the principal need to ensure that quality human resources are employed so that the aims of the school will be well accomplished.

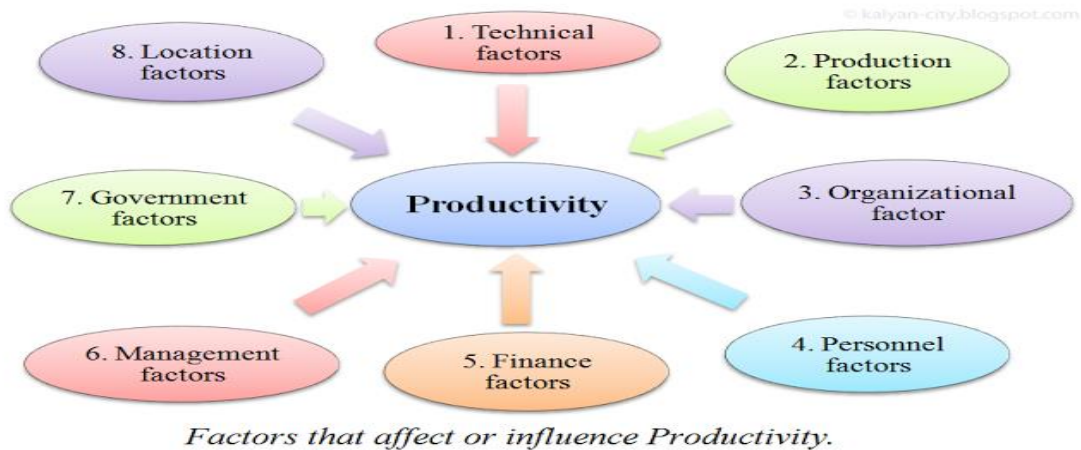
Pont *et al.*, (2008) state that there is increasing evidence that within each school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. This means that a principal has a duty to ensure the proper establishment of the facilities, qualified staff, and infrastructure that will ensure that various skills and talents are used. At the moment, what matters to the DBE is the distribution. The question of whether the educator is of

a high quality or not is not considered in the redeployment, and whether resources are sufficient for schools to achieve set objectives is still ignored (Bharath, 2004). The researcher believes that effective curriculum implementation is compromised.

Making school effective best describes the leadership role of the principal and SGB. Anon (1994) states that an effective school is characterized by strong, positive leadership by the head and senior staff, a good atmosphere or spirit generated by shared aims and values, and an attractive physical environment. He particularly emphasizes the importance of a clear and continuing focus on teaching and learning. The researcher argues that the PPM in this regard seems to be jeopardizing the efforts of principals in the sense that resource-disadvantaged schools get fewer resources to support the efforts of principals.

The principal's role in achieving good working conditions, job satisfaction, and an appropriate organizational climate for both educators and learners seems to have been ignored by the PPM. Mdlalose (2003) and Bharath (2004) agree that the PPM disrupts the school culture and job satisfaction, thus threatening the environment of teaching and learning. The researcher argues that sustaining the school culture and job satisfaction could ensure that quality teaching and learning take place. On the other hand, it cannot be ignored that implementing a curriculum depends largely on the availability of resources, adequate textbooks, learning and teaching aids, a favourable learner-educator ratio, qualified educators, student discipline and commitment, and adequate parental involvement. Besides all these, an instructional support system and senior management posts in schools are aspects of the PPM which affect curriculum implementation (SADTU, 2010; DBE, 2013). The researcher asserts that a combination of these factors, which are mainly controlled by the PPM, could favourably affect curriculum implementation.

Curriculum implementation could also be effective if the following aspects of productivity are considered by the DBE in assisting schools to perform their functions properly. Effective administration and productivity is backed by the following eight factors in Figure 2.1.



Source: *kalyan-city.blogspot.com/03/06/2013*

Schools could be run as businesses through employing business elements affecting productivity. The productivity in the school set-up is the curriculum implementation. Principals should also consider the importance of productivity in the implementation of PPM in order to achieve the desired educational outcomes. However, this is not possible if the DBE does not consider this in its planning. The management of curriculum implementation should start at an SMT level. As has been said above, curriculum implementation requires optimum school functionality and stable schools. In other words, the school environment must provide a favourable atmosphere to allow for effective teaching and learning (KZN DBE, 2016). This means that effective curriculum implementation requires that all the right conditions at school be established, as stipulated above.

Curriculum implementation is achieved when quality teaching and learning take place without any interruption. Curriculum implementation can only be achieved through ensuring good learner performance through monitoring of teaching and learning processes, efficient management of time spent on tasks, effective policy implementation, occupation of vacant posts, hiring of content-driven, qualified educators, and consistent supervision (DBE, 2016). In this study, the researcher argues that curriculum implementation is possible if PPM requirements in all forms of educational resource are provided to schools according to individual needs.

2.7.1 Principal's roles in planning and organising the school

According to the *Macmillan English Dictionary* (2007), planning is the process of deciding how you will do something before you do it. The *Oxford English Dictionary* (2010) argues that planning is the act of making plans for something. The researcher that planning is not only about making and deciding what to do, but about forecasting what will happen during implementation. At present, the PPN affects planning and to a large extent the curriculum implementation in schools (Ntuli, 2012). When principals are expected to plan for the next academic year, sometimes they find it difficult to plan for a series of actions to take place because PPN certificates are released late. Ntuli (2012) confirms that late release of PPN does not allow for proper staff planning and allocation efficiency. The current implementation of the PPM affects the planning of schools in the sense that some plans cannot be well accomplished owing to the unpredictability of human resources. The DBE (2013) confirms that the PPM undermines the strategic role of principals in planning organizational activities.

School organization should be a combination of human, physical and financial resources. All three resources are important to achieve a school's goals. It is very important for a principal to understand that organizing occurs at different levels of management (Hellriegel *et al.*, 2008). The principal has a role in organizing all relevant educational resources needed for curriculum implementation. In most cases, the DBE's failure to fill posts has been a factor in disorganizing many schools. Thwala (2014) confirms this view, by postulating that school principals often find 'red tape' imposed by DBE officials that leads to delays in the appointment of educators, leaving schools without staff at the beginning of the year. The researcher argues that most schools, particularly poorly resourced ones, are disorganized in their timetabling and some classes are left unattended. Barath (2004) vindicates the researcher's judgement by postulating that the PPM implementation disorganises school principals in the following ways:

- ❖ Extra-curricular and co-curricular duties increase.
- ❖ Timetables are changed in the course of the year to accommodate redeployed educators.

- ❖ Classes left without educators create disciplinary problems for the remaining educators.

This has caused many schools to be disorganized in managing their activities. The PPM seems not to favour the management role of school principals. The PPN threatens the organizing processes at schools, because it can specify additional SMT members in the post establishment for the next academic year (Naicker, 2005). Thus, those who are actively involved in organization get disturbed. These processes might leave principals with fewer SMT members, and ultimately contribute to poor curriculum implementation and school dysfunctionality.

2.7.2 Principal's roles in the actual implementation of the PPM

Mthombeni (2002), citing ELRC (2001), states that principals are expected to hold meetings when excess and vacant posts are released in PPN certificates for the staff to express their views. This means that it is the official duty of school principals, as officials employed by the DBE, to implement and facilitate policies of PPM implementation at school. Naicker (2005) states that in PPN implementation it is the task of the principal, as the implementer of policy at school level, to point out to educators, as the policy recipients, the objectives and the processes involved in the implementation of the PPM. As the PPM is a formula-driven model, it is the principal's duty to compute the number of learners in schools so as to get a declaration (PPN certificate) from the provincial DBE for the following academic year. The PPN certificates help the school principals to know how many educators the school qualifies to have. The researcher feels that there should be transparency in the outcome of these certificates.

The principals are obliged to implement the PPM policies correctly and transparently, so that the aims of the model can be achieved. But some principals believe that once the school complies with PPM provisions, the school might struggle to implement curriculum effectively. This in some cases has led principals to ignore the LER because they want the environment to demand more educators. This is done through admitting a high number of students so that educators will be added to the school. This practice enables principals to reduce the duty load on the personnel, and thus improve school

functionality (Mdlalose, 2003). On the other hand, as the researcher argues, this has resulted in overcrowding in classrooms. This practice shows how principals are experiencing hardship when implementing the PPM accurately.

The ELRC (2001) provides the following as the range of procedures that principals need to understand before taking action on establishing posts:

- ❖ The Senior Educational Management (SEM) appraises principals on the criteria for the determination of educators 'additional/surplus' to the staff establishment and implementation procedures.
- ❖ Immediately on returning from the briefing meeting with the SEM, principals apprise staff at a formal staff meeting of the allocated staff for the current year, and the criteria and implementation procedures related to the PPN.
- ❖ The principal must identify those posts that are vacant and those that are surplus on the basis of the curricular needs of the school.
- ❖ He/she must inform staff on the procedures for determining educators 'additional/surplus' to the staff establishment, and the effect it will have on the establishment.
- ❖ Union shop stewards located at the school should be present at the staff meeting.

In addition, the ELRC (2001) provides that the public school principals, during identification of the additional or surplus educator(s) in the teaching staff establishment, should consider the following:

- ❖ Permanent educators are classified according to the main subject or subjects/group of subjects (secondary school) or phase (primary school) to be taught. In the Junior Primary and Senior Primary Phase, an educator is expected to teach all subjects, except where he/she is unable to teach a specific language.
- ❖ Considering the approved curricular needs of the school, the principal allocates the permanent educators in terms of the main subject or subjects/group of teaching subjects into the relevant subject/s or phases.
- ❖ Should two or more educators compete for the same post after taking into account the curricular needs, the principle of last-in-first-out in the service of the department, based on current years of continuous service, must be applied.

- ❖ The principal, after consulting with the educator staff, may recommend that educators who may be declared ‘additional/surplus’ be absorbed into vacancies that exist or will exist in the near future (not longer than six months).

2.7.2.1 The need for principals to capacitate themselves in implementation of the PPM

The current leadership skills of principals seem not to fully enable them to comply with current provisions of the PPM. Nmutandani (2003) argues that workshops to capacitate principals on the PPN and related issues could ensure a fair measure of transparency in the distribution of educator posts. The training of school principals could minimize improper staffing at schools, which affects curriculum implementation. Currently, curriculum implementation measures could be a daunting task for newly appointed school principals who are not sure of PPM implementation processes. Having limited experience in management could result in mismanagement of PPM processes.

The PPM is intended to be transparent by using its formula in calculating educator posts per school. The researcher argues that in the current situation, there seems to be no transparency in the application of the formula, since most of the principals seem not to know how to apply the PPM formula to validate the number of educators given to the school. Ntuli (2012) confirms this by asserting that there are notable shortcomings in the PPM processes regarding the technical validation of the PPN, as it involves knowledge of the formula and the weightings of the subjects. The researcher questions the intended transparency in the implementation of the model. Circuit managers experience various difficulties in the implementation of the PPM by principals. The DBE (2013) states that schools battle with the issue because principals either do not understand the process, or abuse it owing to their lack of platforms to deal with PPM practices. DBE officials at local level fail to support principals in matters relating to the PPM (Bharath, 2004). Mismanagement of PPM processes and failure to deal with redeployment in allocating educators is evident in the current practices. Teacher unions in 2017 communicated the circular that restricted redeployment of educators because it was found to have been abused by both principals and circuit managers to serve their own interest. On the other hand, principals seem to have no platform to deal with grievances about PPM implications.

Since the PPM is found in different policies, the principals seem to fail in interpreting the policies for the implementation of the PPM. Naicker (2005) supports this view in asserting that implementers and recipients of policies will always give their own interpretations and meanings. The principal's role is to read and interpret policies of the DBE. This ensures that the intended goals of the DBE are achieved, and that correct practices are well executed. Some principals experience ambiguity in the interpretation and application of policies relating to the implementation of the PPM.

2.7.2.2 Managing filling of vacant posts

The filling of vacant post in schools is central in the implementation of the PPM. The principals' duty is to indicate to the DBE officials the need for an educator. The DBE seems to be failing to fill vacant posts in time. Naicker (2005) vindicates this view when he asserts that the Department's filling of vacant posts is often characterized by lengthy delays in the advertising and the appointments to vacancies. Salmon and Sayed (2016) argue that the failure by the DBE to fill vacant posts timeously results in the neglect of learners at the beginning of the academic year. Moreover, Ntuli (2012) states that the delays in the provision of the PPN had detracted from instruction time, and had been found to inhibit curriculum implementation, as does the failure to fill posts timeously.

2.7.2.3 Managing educator job satisfaction

The principals have a duty to ensure educators' job satisfaction and transparency in the process of declaring excess educators (Bharath, 2004). After certain educators are declared additional, principals are expected to deal with their emotional reaction. Mdlalose (2003) defines redeployment as the forceful removal of educators from one school to another. Since it is defined as such, some educators might feel insecure and depressed about redeployment. Mdlalose concurs with the researcher that redeployment is stressful, and that educators do not like to be redeployed, because it has an impact on their lives, and affects an educator's commitment to curriculum implementation. Iwu, Gwija, Benedict, and Tengeh (2014) state that educators experience job satisfaction only if personal, school and outside factors are in their favour. Herzberg (1987) makes

a more specific case for educators in arguing that achievement recognition, work itself, responsibility, advancement and growth can enhance job satisfaction. The researcher argues that at present, job security seems to be the key determinant of educators' job satisfaction. Iwu, *et al.*, (2014) state that in terms of motivation, a mix of intrinsic and extrinsic factors tends to exert influence on the educators' motivation.

In contrast, the PPM seems to have done little or nothing to consider the fundamentals of job satisfaction. The poor management of educators' job satisfaction is a threat in curriculum implementation. Currently, the implementation of the PPM seems to have paid much attention to redeploying educators. Mdlalose (2003) says that the PPM focuses too much on the redeployment of excess educators at the expense of job security, and this threatens the educators' commitment to curriculum implementation. In fact it has increased the number of educators leaving the teaching profession (Musili, 2015).

Kyara (2013) argues that attempts to improve performance in schools will never succeed if teacher job satisfaction is ignored. At present, the poor implementation of the PPM has resulted in highly qualified educators going to work in better schools for various reasons, including greater safety; SGBs topping up salaries; smaller classes; supplementary teaching outside school for more pay; and learners from higher socio-economic backgrounds coming into a new grade without the learning deficits of disadvantaged learners. As a result, learners learn more and teachers get more job satisfaction (Equal Education, 2015). Ntaka (2013) argues that the implementation of the PPM has indirectly fired qualified educators in rural schools. Some educators live with their families, but through redeployment they find themselves far away from them, which makes them pay more for transport, and doubles the cost of groceries (Mdlalose, 2003).

Mulford (2003) states that educators will be attracted to and stay in the profession if they feel they belong and believe that they are contributing to the success of their school and students. Louis and Kruse (1995) argue that the important role of school leadership is to develop a professional community. This can be enhanced through considering teacher morale, efficacy, conditions of work, and professional autonomy,

since all have been shown to be crucial to the emotional lives of educators (Mabaso, 2017).

The PPM threatens the organizational climate and erodes unity among the personnel (Ntuli, 2012). This happens because the principal has to keep on training and uniting the staff, which might not be easy because of continual redeployment. Educators build a relationship among themselves so that they can enjoy their job. The researcher asserts that through redeployment educators feel unhappy, and sympathize when others are redeployed. This leaves curriculum implementation and a massive workload to the existing staff. Thus, quality teaching and learning are affected. It is then apt for the researcher to ask this question: is there any way the PPM could influence curriculum implementation at secondary schools?

2.7.2.4 Managing late admission of learners

The admission processes in rural schools seem to be problematic for implementation of the PPM. Simelane (2014) concurs with the view that parents' failure to apply for their children's admission has affected the management roles of both the DBE and school principals. The PPM seems to be failing to consider late admission of learners who move from one school to another. The late admission of learners has a great impact on the management of school resources. The Equal Education Report (2011) vindicates the view that late admission of learners is a real impediment to school management and resource distribution. The DoE (2002) provides that certain conditions such as an unexpected growth in learner numbers may exist at a particular school, and may justify the allocation of additional post. The researcher argues that when the need for additional posts arises, the DBE fails to provide educators immediately when there is a late, unexpected increase in learners. The principals are forced to admit learners even if admission is closed for the current academic year. This disorganizes the school's budget, and leads to a situation where certain learners are not funded in terms of the norms and standards distributed by the DBE (Motala, 2006).

2.7.2.5 *Managing employment of SGB-paid educators*

The employment of SGB-paid educators reduces the learner-educator ratios and educator workloads (Naicker, 3005). At present most Section 21 schools are able to provide quality results through such employment. Motala (2006) states that low learner-educator ratios are making a positive climate for effective curriculum implementation in schools. Mestry and Ndhlovu (2014) maintain that to provide quality education, most SGBs of affluent schools ensure that sufficient physical and human resources are available to ensure quality education. The importance of employing SGB-paid educators is evident in Table 2.1.

2.7.2.6 *Managing redeployment of educators*

According to the DBE (2013), distribution of excess educators entails identifying areas of demand (vacant posts, curriculum needs) and areas of supply (educators in excess of the establishment), and then attempting to redeploy the identified excess educators to the areas of demand. The process of redeployment seems to be a problem in teaching and learning, in that it takes place while they are in progress. Salmon and Sayed (2016), citing Prew *et al.*, (2015), state that the process of moving posts and educators around is highly complex, and has proved to be destabilizing for curriculum delivery. Declaring excess educators has caused many conflicts between educators and principals in schools over the years. The DBE (2013) states that the following conclusions could be made by educators who have been identified as in excess in relation to redeployment. They

- ❖ may have been identified through mismanagement of the process;
- ❖ may not be happy to have been so identified;
- ❖ may not be willing to be redeployed;
- ❖ may not have the qualification suitable for the vacant post;
- ❖ are very likely to be qualified in a subject for which there is an oversupply of educators at the school, or even in the province’
- ❖ may feel that their job security is under threat’
- ❖ may be emotionally stressed by the processes.

These considerations are bound to interfere with teaching and learning, which could eventually threaten curriculum implementation. Salmon and Sayed (2016) contend that the movement of teaching staff across schools while the academic year is in progress handicaps curriculum implementation. Thus the researcher argues that it might be necessary for the DBE to consider all factors that might hinder curriculum implementation.

2.8 INFLUENCE OF PPM ON CURRICULUM IMPLEMENTATION IN SCHOOLS

The literature from previous studies is indicative that the study of effect of PPM on the culture of teaching and learning in selected primary schools was once conducted (Bharath, 2004). Yet a little or nothing is said about how PPM influences curriculum implementation in secondary schools. On the other hand, the use of interviews to collect data from respondents did not give facts, but opinions which need to be tested quantitatively.

The critical appraisal of policy on educator post-provisioning in public schools, with particular reference to secondary schools by (Naicker, 2005) mainly focused on the theoretical framework and grounds in which PPM policy was formed, hence nothing is said about achieving effective curriculum implementation in practical terms. Using mix method approach in this study helped a researcher to galvanise findings. Since this study is going to generate new facts about influence of PPM in curriculum implementation at secondary schools, the researcher deems using quantitative approach proper in order to achieve research objectives.

The effects of the educator PPM in the management of public schools by Ntuli, (2012) suggests some challenges pertinent to management and administration of PPM, and nothing said about curriculum implementation. Apart from these studies, little or nothing has been done on the influence of the PPM on curriculum implementation in secondary schools. According to the researcher's observation, informed by current literature, the PPM seems to have caused the following problems in implementing the curriculum in schools.

Argus (1997) in Nmutandani (2003) warns that the system of redeployment creates problems, which affects all schools in South Africa. PPM has an influential on both management and curriculum implementation. The implementation of PPM causes redeployment which results to difficulty in the provision of quality education to learners. Nmutandani (2003) postulates that PPM has a bearing impact on what human capital, financial and resources should be given to individual schools. Ntuli (2012) avers that PPM is the only mechanism in schools which dictates what, how, and when educational resources should be given to schools. In the light of what is mentioned, the researcher contends that there are facts from previous studies which make PPM an inevitable mechanism in bringing about social justice in the education system. In order to achieve effective curriculum implementation, there is a need to make PPM a key determinant factor in human resources provision in schools.

PPM is the policy which spells out what procedures need to be followed when distributing educational resources (Mdlalose, 2003). The researcher finds PPM very instrumental in curriculum implementation. According to DoE (2002) PPM focuses on the maximum ideal classroom sizes applicable to a specific learning area or phase; period load of educators; need to promote a learning area; the size of the school; the number of grades, more than one language medium of instruction; disabilities of learners; access to the curriculum; the poverty; level of funding and *ad hoc* factors. All these are provisions given to help school managers and leaders to implement curriculum effectively in secondary schools. Naicker (2005); Motala, (2006); Ntuli, (2012); Salmon & Sayed (2016) state that PPM would bring justice in a democratic state in order to ensure social cohesion through quality education for all. The failure of current education system triggers questions to educational policies regulating curriculum implementation in schools. Magano (2014) argues that policies are key drivers of both failure and success in curriculum implementation. In this study, the researcher regards PPM as a main driver of curriculum implementation in schools.

The PPM is clear in terms of what it intends to do in the education system. However, the researcher argues that the implementation of PPM has come up with implications which affect curriculum implementation in both positive and negative ways. In the present moment, there is 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 (Ntuli, 2012; Marchant, 2012; and Salmon & Sayed, 2016).

Despite positive shifts made by DoE in 1998 in distributing educational resources in schools, the researcher is of the view that there is hindrance towards effective implementation of PPM which threatens curriculum implementation in secondary schools. School managers and leaders struggle a lot to implement PPM due to lack of training (Ntuli, 2012). Capacity building workshops for principals might need to be arranged in order to deal with current challenges on curriculum implementation in secondary schools. These challenges among others include the:

2.8.1 Educators work overload

Redeployment seems to have been problematic for curriculum implementation in schools. Bharath (2004) reveals that teaching load increases after some educators are redeployed to other schools. Mdlalose (2003) points out that in schools where some educators have been declared 'surplus', the remaining educators, the survivors of downsizing, are compelled to handle a higher workload, having to teach subjects which they do not have the interest, knowledge or ability to teach. Bharath asserts that extra-curricular and co-curricular duties increase, which interferes with implementing the curriculum. Moreover, the educator workloads seem to have been associated with poor salaries, which affect educator job satisfaction (Mkhondo, 2016).

Educators seem to be *oppressed* by a massive duty load that does not allow them to implement the curriculum. Iwu *et al.*, (2014) contend that there is rigidity in rank and the prospect of development because of enormous workloads that prevent educators from finding the time to further their studies and improve their qualifications. The researcher argues that reducing the workload could lead to an opportunity for educators to pursue their personal development, and thus the quality of teaching and learning.

The PPM uses the learner enrolment, which leaves small, poor schools with few educators who have to carry out all the duties set for them (Sephton, 2017). The researcher argues that the PPM has adopted the policy of 'one size fits all', but not all

schools have enrolments big enough to get a sufficient number of educators to implement the curriculum effectively. Troman (2000) studied an opportunity sample of 20 educators referred to a local authority occupational health unit (OHU) as experiencing stress. The study found that the intensification of teachers' work eroded positive staff relationships. He reveals that changing trust relations (including public distrust of expert systems and professionals) were found to be shaping the social relations of low-trust schooling, and badly affecting teachers' physical and emotional well-being and their collegial professional relations. The researcher argues that the PPM could be a cause of such physical and emotional states, since it is a determining factor towards the distribution of duties, and other problems such as overcrowding which stresses educators in planning. Experiencing stress might affect the educators' commitment to curriculum implementation.

2.8.2 Overcrowding of classrooms

Santiago (2002), in Marchant (2012), postulates that there is evidence that reducing class sizes is beneficial for learners, particularly those from disadvantaged backgrounds in teaching and learning. Deciding upon the maximum ideal class sizes applicable to a specific learning area or phase seems to be one of the biggest problems that educators face. The PPM recommends maximum class sizes in order to allow effective curriculum implementation. It takes into account complicating conditions that may apply, such as additional contact time required between educator and learner, and the requirement to attend to learners in more than one place at a time (DoE, 2002). Some learning areas require a small number of learners, where the average ratios need to be less than the PPM recommends. Currently, this provision seems to have been ignored.

According to SADTU (2010) and the DBE (2013) overcrowding leads to lack of individualized instruction, which threatens quality teaching and learning in challenging subjects. Grey (1998) maintains that overcrowding results in ineffective curriculum implementation because of disciplinary problems and lack of individualized instruction. The researcher sees class size as a serious challenge to effective teaching and learning (Motala, 2008). As SADTU, NATU and NPTOSA argue the problem with learner-educator ratios is that they do not represent actual class size (Grey, 1998).

Some classes tend to exceed the average ratios of 40:1 and 35:1 in overcrowded schools. Overcrowding could affect effective teaching and learning. Naicker (2005) reveals that there is a need for learner educator ratios to be revised. Currently, overcrowding causes disciplinary problems and poor, non-individualized instruction. According to the Department of Education (2000), large schools would be allowed to retain a minimum of two surplus educators. However, Mdlalose (2003) points out that the norm does not state precisely when a school can be regarded as 'large' to qualify for retaining surplus educators. Large schools find it difficult to maintain a standard after some educators have been declared additional. The researcher questions the redress posts to marginalized schools, since larger schools were given permission, as provided by the PPM, to retain surplus educators.

2.8.3 Poor promotion of learning area

The provision of more favourable learner-educator ratios in respect of a learning area in Grades 10 to 12 can be motivated to promote such a learning area (DoE, 2002). The researcher contends that current practices seem to be contrary because poor promotion of new learning areas in schools, particularly in previously poor or rural schools, is still a problem. Salmon and Sayed (2016), citing Goodlife (2012), argue that the PPM does not take into account the need to promote new learning areas and diverse curriculum needs, especially in rural areas. The researcher maintains that this could not happen without a sustained learner enrolment in terms of the PPM provisions.

SADTU (2015) asserts that the system is counter-revolutionary as it stops schools from offering as many streams as they wish, because the number of learners determines the number of teachers that schools should have. The researcher argues that the PPM provisions seem to favour former Model C schools, and does not serve justice (Rakabe, 2016). The schools with high enrolments are usually former Model C schools, which in the past offered a variety of learning areas. This discourages poor schools from offering different learning areas (Naicker, 2005). The policy is contrary to equity in education. The public secondary schools in rural areas have no power to offer a variety of learning areas since the enrolment figures are low and infrastructure is not available. Poor learning environments in rural schools have led to learner migration to urban schools where different learning areas are offered.

As some learners and learning areas require more favourable post allocations than others, each learner is given a certain weighting that reflects his/her relative need in respect of post provisioning (DoE, 2002). The staffing problem continues as teacher training institutions supply a very low number of graduates in scarce subjects such as physical sciences, mathematics and accounting, where there is a major deficit (Marchant, 2012; Magano, 2014). Madisha (2001) states that some schools cannot even offer such critical subjects. The weighting policy seems to have no focus on the senior phase, where the foundation of all learning areas is established. The researcher argues that the DBE has given more attention to learner weighting in Grades 10, 11 and 12, as if the foundation of learning areas is begun in Grade 10.

Naicker (2005) contends that disadvantaged schools offer a restricted, 'straight six' curriculum. The researcher believes that this increases inequality. These schools lack material resources and the physical infrastructure to offer certain subjects or learning areas (Marchant, 2012). Moreover, educators are underqualified to teach these subjects. The researcher considers that it is essential to promote learning areas across all schools, regardless of learner enrolment, to avoid learner inequality in curriculum offerings.

2.8.4 Mismatching of educator qualifications

Naicker (2005) proposes that educators' qualifications should be taken into account when determining the post-provisioning needs of schools. The researcher argues that problems around teacher qualifications and shortages persist. Marchant (2012) corroborates this view in asserting that South Africa still experiences a shortage of mathematics and science educators. The Centre for Development and Enterprise Report (2011) confirms that this has persisted, and many teachers who are qualified to teach certain subjects, including scarce subjects such as mathematics, do not actually teach them. Thus, the researcher believes that these difficulties could be attributed to the implementation of the PPM. Bharath (2004) confirms this view by proclaiming that educators moving to schools end up teaching subjects that they have little or no experience in. This has led to redeployment of unqualified educators in many schools.

Marchant (2012) defines qualified teachers as those who are both academically and professionally qualified. It is through the PPM that redeployment and rationalization does not consider educator qualifications. The current situation is aggravated by educators in 'filler posts', who teach subjects which they were not trained for, because of the PPM's requirements. The Equal Education Law Centre (2016) confirms that the allocation of posts only deals with absolute numbers, and has nothing to say about the distribution of qualified educators. Marchant (2012) asserts that the quality of education has been compromised by the placement of unqualified educators through the post-provisioning norm. Hence the researcher questions the quality of teaching and learning.

Having few or no qualified educators has led to delays in the distribution of educators, which the researcher believes affects curriculum implementation because classes are left unattended. The current situation is characterized by many qualified educators who are teaching outside their specialization – who are, in fact, not qualified to teach those subjects (Marchant, 2012). Identifying educator specialization across different phases could help policy implementers to quantify qualified educators. This could ensure provision of suitable educators in relevant teaching posts, and further strengthen effective curriculum implementation.

2.8.5 Poor academic performance of learners

The PPM seems to have a general impact on the academic performance of students. The present environment provided by the PPM fails to foster excellence in academic performance. Motala (2006) states that South African policy was influenced by class size debates which suggested that marginal reductions in class size would affect learner performance in a positive way. The researcher argues that reducing class sizes alone is not a solution, since certain subjects are taught by unqualified educators owing to poor redeployment processes. The current matric results are evidence of this, particularly in rural schools.

The curriculum requires educators who are academically and professionally trained in order for it to be well implemented (Carl, 2009). The KwaZulu-Natal Department of Education's vision is to promote 'a well-educated' skilled and highly developed citizenry. To this end it has committed itself to providing quality education for its entire

population. The province has dedicated its resources to the realization of this vision. The researcher believes that this vision cannot be achieved without providing sufficient educational resources. These include having an effective human resource model which will execute all responsibilities of curriculum implementation.

Mpokosa and Ndaruhutse (2008) argue that the quality of education cannot overlook the quality of its educators. Marchant (2012) also insists that in order to produce quality results, the need for quality educators who are fully specialized and well qualified should be the priority to the DBE. The researcher opines that the diverse needs of a curriculum require massive investment in human resources in order to improve the level of teaching, learning and learner performance. So far, the PPM has failed to provide qualified and well-specialized educators in order to ensure effective curriculum implementation. The PPM seems to have no focus on ensuring that specialized educators are distributed to schools where they are needed the most (Ntuli, 2012). Nmutandani (2003) argues that it takes time for learners to be used to a new educator: for instance, understanding his or her way of teaching, while time frames on the work schedule or teaching plan require the educator's teaching to have been completed in a certain time.

Programmes such as the Integrated Quality Management System (IQMS) and Continuous Professional Teacher Development (CPTD) are in place, but these do not sufficiently address the content of the subjects taught. Workshops have paid attention to approaches to curriculum implementation, rather than the subject matter, which boost educators' confidence and improve the learning outcomes (Carl, 2009). Educators are redistributed and redeployed to schools on a yearly basis, but there are few workshops in place to develop those educators who are new in the subjects through redeployment. Educators who have become 'filler posts' through the PPM also find it difficult to implement curriculum, because there are few workshops, if any, aimed at capacitating them. Clearly, the PPM might have a bad effect on the academic performance of learners in curriculum.

2.8.6 Incapacity to serve special needs education

Education for special needs seems to have been ignored in the current practices of the PPM. Motala (2006) argues that the notion of weighted learners incorporates factors such as class size, medium of instruction, school phase, the introduction of gateway subjects such as mathematics and science, and learner disability. In the current situation, educators admit to have failed to serve the needs of learners with special needs, as they were never trained for such a purpose. Laauwen (2004) advocates that the DBE's failure to provide qualified educators for learners with special needs have detracted from their academic performance. He argues that the implementation of the PPM is a reason for this failure because it considers mainstream education while special education needs suffer.

2.8.7 High learner-educator ratios

The learner-educator ratio refers to the ratio between the total number of enrolled learners and the number of state-paid educators in the province (Naicker, 2005). Vally and Tleane (2001) in Motala (2006) state that target figures of 40:1 in primary schools and 35:1 in secondary schools were justified largely on the basis of international studies suggesting that achievement is relatively constant where class sizes range from 25 to 40, but that it falls when there are more than 40 learners in a class. On the other hand, the ELRC (2001) states that the learner-educator ratio in South Africa was introduced by the ELRC influenced by World Bank studies, which maintained that a learner-educator ratio of 35:1 was appropriate for schools in developing countries. Despite studies conducted by the World Bank, some principals still believe that ratios of 40:1 and 35:1 are still too big if quality education is needed (Magano, 2014). In any case, these ratios are not effective in ordinary South African public schools as classes have more than 35 or 40 learners. Coutts (1996) states that the problem of learner-educator ratios was more of distribution than of an actual shortage of educators in South African schools. The national Department of Education adopted the national norm for the provision of educators to ensure equity in the learner-educator ratios, and to reduce the high government expenditure on educators' salaries. The researcher argues that quality education still has far to go because it is only the budget that matters.

2.8.8 Poor access to curriculum

The DoE (2002) provides that in order to ensure learners fair and affordable access to the curriculum, the number of learners that is fully funded for subjects that are relatively expensive to offer needs to be regulated. For instance, certain subjects are more expensive than others because they require smaller classes and/or special equipment and facilities. The policy provides that the head of the KZN DBE may identify specific schools at which certain subjects should be offered, and the maximum number of learners that should take the subjects concerned. The researcher argues that this provision does not promote equality, but creates inequality (Motala, 2006; Rakabe, 2016). The migration of learners from rural to urban schools has become a norm because of their poor access to curriculum. The DBE has spent millions of rands in funding expensive subjects, while some schools in rural areas cannot even have basic subjects such as science.

Access to curriculum is still in dead shadow. According to the Portfolio Committee Report on DBE (2014), some schools were experiencing an infrastructure backlog which included the poor state of the school buildings, inadequate basic facilities such as the water supply, sanitation, security fencing, electricity, and a shortage of classrooms, learner/teacher support material (LTSM), laboratories and libraries. The DBE having failed to provide basic infrastructure, it is questionable how it can ensure access to curriculum. Promotion of learning areas also seems to have failed because of poor implementation of the PPM. There is a problem about so-called 'non-viable schools'. Such schools are known to be those with fewer than 200 learners, which according to Rashida (2012), experience the following handicaps:

- ❖ a low allocation in terms of norms and standards for public school funding;
- ❖ low PPN leading to multigrade teaching;
- ❖ limited curriculum offerings;
- ❖ poor infrastructure, especially in rural and farm schools (community-built schools with historical origins);
- ❖ insecurity of tenure on privately owned land;
- ❖ restrictions on improving/extending facilities in public schools on private property;
- ❖ no specialist teaching and learning spaces, and limited recreational spaces.

The Portfolio Committee (2014) states that some schools are experiencing a shortage of qualified educators in geography, mathematics and physical sciences. The DBE seems to extend the more expensive learning areas while they cannot even provide qualified educators in existing subjects. In order to ensure equality and quality teaching in schools there is a need to consider providing sufficient capable staff. The prevalence of underqualified educators could affect curriculum implementation. In certain parts of KZN special subjects are taught by such educators. Thus access to quality curriculum is still limited.

The Centre for Development and Enterprise (CDE) (2015) claims that a quality educator is someone who possesses the following attributes:

- ❖ some requisite level of professionalism (values);
- ❖ the inclination to teach (attitudes and desires);
- ❖ the ability to teach (possessing the expected knowledge, skills and pedagogy);
and
- ❖ The competence to teach (imparting and instilling the knowledge, skills and values pupils should be acquiring at school).

The researcher argues that at present, the redeployment process has ignored these characteristics because it does not serve a purpose in redeployment. Since educators remain the first asset in curriculum implementation, the researcher poses this question: how best can the PPM ensure access to curriculum? The DBE seems to have failed to work with universities to offer special subjects in education faculties. This could ensure that students who want to teach special subjects get proper training. Since there are no educational programmes offered by universities in Bachelor of Education programmes, there could be problems for schools in implementing the curriculum. The researcher believes that this has led to learners ending up being taught by underqualified educators (Marchant, 2012).

2.8.9 Inability to deal with language of instruction

The DBE (2013) states that South Africa's linguistic diversity presents practical difficulties with respect to language in education policy. The current policy allows SGBs to decide on the language of instruction, but encourages the use of home language instruction during the first three years of schooling, and then a transition to English as the language of learning and teaching (LOLT) in the fourth grade (SASA, 2011). Many classrooms contain children with various first languages, so teachers are not always fluent in them. Material development in all the languages poses another challenge.

The DoE (2002) provides that in order to deal with language as a complicating factor, the number of weighted learners that is granted per grade is increased if more than one language of instruction is used in the particular grade. The policy also makes provision for a HoD to set a certain minimum number or percentage of the learners in a grade that must receive tuition in a second language before recognition is given to that language. The researcher argues that most educators teach language without a proper qualification, as some are 'filler posts', hence it is difficult to teach under these circumstances (KZN DoE, 2000). The researcher sees no specific number of learners stated for the HoD to apply for recognition of a second language in cases where a post cannot be established owing to the low weighting of the language subject. This could leave some learners unattended since they cannot be taught by the first language educator. The researcher argues that there is no provision which states what will happen with a smaller number of learners if the school does not qualify as per provision of the HoD. Leaving these learners unattended infringes their right to education.

2.8.10 Multigrade teaching and schooling

The DoE (2002) points out that it is more complex to manage a school with a relatively large number of grades than a smaller school with only a few grades. Having few grades or classrooms is a threat to educators because it means a bigger workload. Having few grades does not mean that learning areas will be reduced; it means all learning areas must be taught by the available educators. Reducing grades could hamper effective curriculum implementation. In some schools, having few grades to be

taught has resulted in what is known as ‘multigrade teaching’ (Gasa, 2016). Taole (2014) in Gasa (2016) states that multigrade teaching refers to a group of learners doing different grades, but being taught in the same classroom by one teacher. Berry (2001) in Gasa (2016) states that multigrade schooling occurs in small schools where one, two and three teachers offer mostly a complete work-cycle of a school, leading to multigrade classes. Having small schools has put pressure on educators and complicates the supervision of learners’ work. The poor quality of lesson preparation seems to be associated with the number of grades taught. Multigrade teaching requires educators to be multiskilled in teaching different subjects, which is problematic. The number of grades is mostly dependent on the availability of classrooms, and the placement of educators depends on the learners’ enrolment.

The PPM is given no special attention in small schools, unlike in larger schools where the DBE allows them to retain surplus educators as per PPM policy. This situation challenges the educators physically. Imagine a small secondary school with only a few educators who teach from 8 a.m. to 2.30 p.m. There is no time for administrative duties and paperwork, and little for educators to develop their teaching philosophy by enrolling for further studies. This might lower educators’ morale, and hamper learners’ performance. A possible strategy might be to train educators and school managers to deal with problems. However, Gasa (2016) states that it could be more expensive to train those educators and principals in order to be able to manage such environments.

2.9 STRATEGIES TO ENHANCE THE EFFECTIVENESS OF THE PPM

Naicker (2005) states that after 1994 there was widespread optimism that the new democratic government would transform all components of the society in education. However, the challenge is that the legacies of apartheid still prevail in many areas of education. This has caused problems in some of the policies which are in place that seek to transform the system. The researcher considers that the PPM and the way in which it is implemented in schools needs to be reviewed. Another review will need to be done of the South African Schools Act No. 84 of 1996. The following factors could possibly contribute to the effective implementation of the PPM.

The DBE officials have used a bureaucratic approach in addressing the difficulties faced by school principals in implementing the PPM, but these should be addressed democratically. Allowing principals to air their views could minimize some problems of implementation, improve their knowledge of the PPM, and eventually become more efficient.

There should be a thorough scrutiny of educators' qualifications to ensure that the right educator is placed in a suitable post. This could eliminate the teachers who teach out of their specialization, and further improve the quality of curriculum implementation. The PPM has focused more on distributing educators quantitatively rather than qualitatively, and thus made a lot of educators misfits in the subjects they are expected to teach (Ntuli, 2012).

Subject specialization has been a continuous predicament in public schools. The DoE (2002) stipulates that educators in the senior phase are not specialists, but some educators are not qualified to teach subjects such as mathematics, natural sciences and languages. The distribution fails to match educators' skills with the vacant posts, which would enhance the effectiveness of the PPM.

There should be a well-planned system to ensure that PPN certificates are issued timeously to schools to facilitate the smooth implementation of the curriculum. According to the DoE (2002), September is a suitable time for providing the PPN certificates to school principals. However, a serious outcry has prevailed that delays in providing PPN certificates disorganizes both the schools' planning, and teaching and learning (Ntuli, 2012). Nmutandani (2003) states that most principals consider redeployment to be badly timed, because educators are moved in the middle of the year, which interrupts the smooth running of the schools.

Disadvantaged schools should be granted additional funds for this purpose, and be allowed to fundraise if there is a need. This might allow such schools to bypass the delays in providing PPN certificates (Sayed & Salmon, 2016). There is no special policy which regulates the employment of SGB-paid educators. Most previously advantaged schools enjoy this right, but disadvantaged schools cannot afford SGB-paid educators (Mastery, 2013). This is contrary to the need to address inequality in education. Poor schools should be given special consideration in the distribution of redress

educator posts. According to the DoE (2002), the redress posts are to be distributed to schools based on the relative poverty of the learners, using an appropriate index within the framework of the indices used by the province in the national norms and standards for school funding (NNSSF). However, poorer schools do not receive such provision from the DBE. According to the ELRC (2001), larger schools are allowed to retain educators additional to the staff establishment; but the researcher maintains that poor schools are still experiencing hardship in the management of curriculum implementation as a result of educator shortage.

Principals should be taught how to compute the post establishment with given enrolment figures, so that if DBE officials miscalculate, they will be able to challenge the PPN certificates (Nemutandani, 2003). There is no transparency in the distribution of educator resources. Naicker (2005) points out that the DBE officials have used a complex formula which makes it difficult for principals to check whether justice has been done in the provision of PPN certificates.

Learning areas in schools should be common, and special treatment should be given to rural schools to avoid learner migration from them to urban schools where they will have a variety of learning areas to choose from matching their career needs (Simelane, 2014). To discourage learner migration, additional educators should be given to schools according to their particular character, especially rural or previously disadvantaged schools.

Vacant posts should be filled timeously for curriculum implementation to run smoothly, particularly where new posts are due to a sudden increase in the learners enrolment. The DBE should fill those posts as soon as the need arises. Employing multiterm PPN strategy might ensure stability for the schools, and make for stability in implementing the curriculum. It could also allow principals' strategic management roles to be implemented uninterruptedly, and stabilize the provincial budget. The researcher suggests this because the PPM has made schools unstable, and to large extent caused educator job dissatisfaction, which threatens the implementation of the curriculum (Mdlalose, 2003).

2.10 CHAPTER SUMMARY

This chapter has focused on the theoretical framework and relevant local and international literature. Most of the factors affecting the implementation of curriculum were considered, and all relevant stakeholders were covered; but problems arise with implementation of the curriculum. There is a gap between policies and practices. Even if policies could be instituted, there is no effective implementation of such policies. This is caused by a number of problems (discussed in this chapter) which have affected the curriculum implementation. The next chapter provides the research design and methodology used in this study to collect empirical data.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on South African and international literature by discussing the background, current state and future possible challenges of the PPM. The focus of this chapter is aimed at providing a detailed description of a design and methodology which was applied in studying the influence of the PPM on curriculum implementation in the King Cetshwayo District. This chapter further discusses the field into which the study falls in terms of the literature of research methodology and the philosophy of scientific enquiry. This chapter presents the research methodology and research design, the instrumentation, target population, sampling, administration of the research instruments, data analysis methods, ethical issues, and chapter summary.

In order to find answers to this investigation, the following research questions were asked.

- ❖ What management roles can be played by principals in the PPM at secondary schools?
- ❖ How does the PPM influence curriculum implementation at secondary schools?

3.2 THE RESEARCH DESIGN

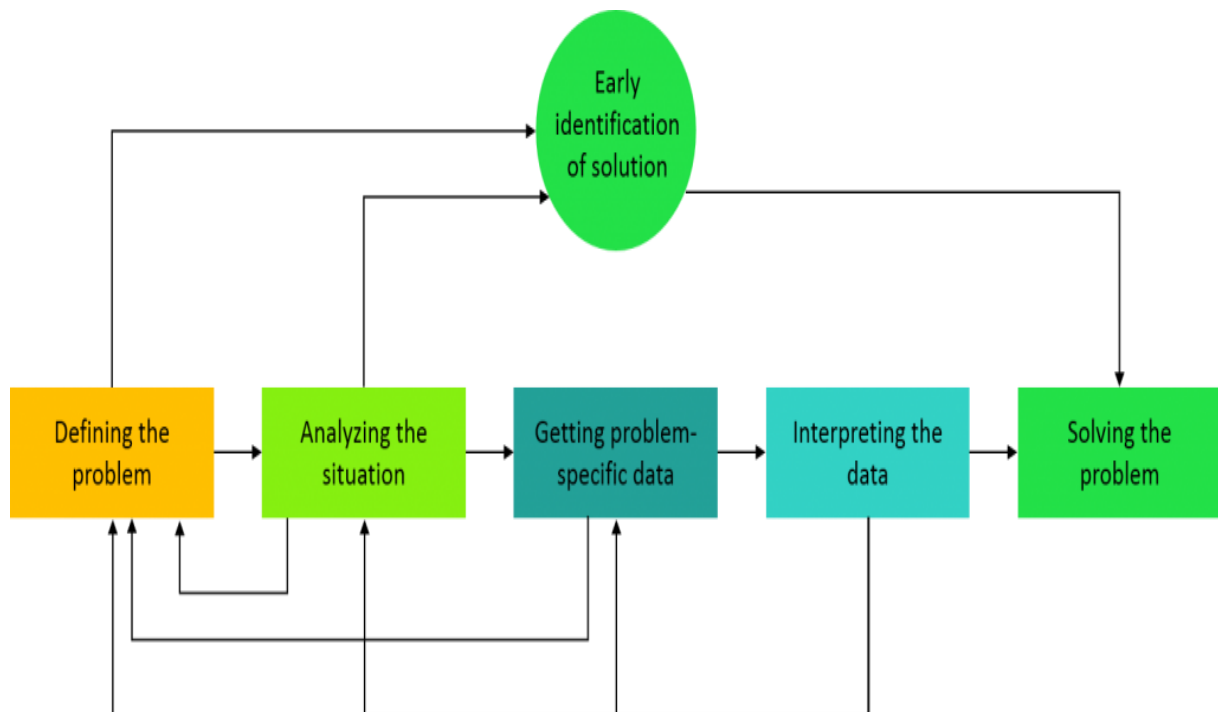
3.2.1 Nature of research design

The researcher categorized this study under 'exploratory research, descriptive in nature'. The study was non-experimental in design, and grounded in quantitative studies. It was prospective in nature, since it studied the influence of the PPM on curriculum implementation. According to Kumar (2014) research which studies effects and impacts of one variable to another is found in prospective studies. The objectives of the prospective studies were founded in the exploratory research which attempts to

explain how there is a relationship between two aspects of a phenomenon, for instance, by examining the relationship between the PPM and curriculum implementation (Kumar, 2014).

The researcher collected data that were statistically descriptive to establish how principals manage the influence of the PPM on curriculum implementation in secondary schools. He considered the following aspects in choosing the research approach to this investigation. The chapters of this study applied the pattern of the following diagram in trying to identify possible solutions to the influence of the PPM in curriculum implementation in secondary schools. Chapter One is grounded on defining the study. Chapter Two is about literature review and its identifying possible solutions. Chapter Three focuses on research design and methods used to collect and analyse. Chapter Four presents and analyses data, and Chapter Five focuses on the summary, recommendations and conclusion. The diagram below shows the internal structure of this study.

Figure 3.1: The internal structure of the investigation



Source: www.slideshare.com 30/10/2017

3.2.2 Research paradigm

The researcher used a positivist paradigm in this study. Pandya (2012) describes the positivist paradigm as that which generally assumes that reality can be studied objectively, and can be described by measurable properties which are independent of the researcher and his or her instruments. Duncan, McDowall, Mackenzie-Davey and Whiting (2016) argue that positivism is a dominant epistemological paradigm in social science, which in human sciences shares a common logical and methodological principle in dealing with facts.

Orlikowski and Baroudi (1991) assert that research can be termed as positivist if there was evidence of formal propositions, quantifiable measures of variables, hypothesis testing, and the drawing of inferences about a phenomenon from the ample to a stated population. Pandya (2012) asserts that the methodology adopted by positivist researchers is essentially quantitative in nature. The positivist paradigm is a philosophical theory which claims that reality exists external to the researcher, and must be investigated through the rigorous processes of scientific inquiry (Duncan, et al., 2016).

3.2.2.1 *Advantages of positivism in quantitative study*

The following were the advantages in using the positivism paradigm in this study: positivism focuses on quantitative data that are more reliable than qualitative research. Quantitative research is more 'scientific' in its methods than qualitative research. and therefore research results are more dependable. In this research, the quantitative data grounded in positivism enabled the researcher to provide objective information that can be used to make scientific assumptions. Positivism enabled the researcher to follow a well-defined structure during studies and discussions of the results. Positivists believe that since there are set laws and rules followed, there will be minimum room for error. This structure also gives little room for variance and drastic variable changes, thus making the study more accurate (Johnson, n.d).

3.2.2.2 Disadvantages of positivism in quantitative study

The following were the disadvantages of the positivist paradigm in this study: positivists believe that objective inferences and conclusions can be reached as long as the person doing the observation is objective and disregards emotions. According to the researcher, it is impossible to disregard emotions because human behaviour naturally comes with emotional responses which may influence the results. Positivism is strongly criticized for disregarding human emotion and behaviour, which cannot be measured as facts. Positivists believe that everything can be measured and calculated. In this they tend to be too dogmatic, as some of the aspects of the study cannot be measured or calculated in quantitative studies. Positivism only helped the researcher to explain, not to understand, a problem investigated, while in qualitative studies researchers study to understand a relationship between two or more variables. The researcher, for instance, could understand better through in-depth, qualitative interviews than using quantitative questionnaires, which require strict responses. Positivists see things as they are and tend to disregard unexplained phenomena. For instance, they focus on facts, not ideas of a problem which need to be explained (Johnson, n.d).

3.2.3 Research approach

The previous section dealt with the research paradigm. This section will provide detailed information on how the study was approached. Yunus and Tambi (2013) describe quantitative research as descriptive in nature, and usable by managers and researchers to understand the effect of various inputs on research subjects. The researcher used the quantitative approach to understand the influence of the PPM in curriculum implementation at secondary schools in the King Cetshwayo District, and the quantitative approach taking into consideration the population and the nature of the research problem. Pandya (2012) asserts that the goal of quantitative research is to test theories and establish facts by descriptions arrived at through the use of statistical techniques. The researcher used this approach in order to quantify the data, since its aim is to collect data that can be presented in the form of numbers (Naicker, 2005).

The researcher benefited from the quantitative approach since:

- ❖ It enabled testing and validating/modifying existing theories about how and why a phenomenon occurs.
- ❖ It enabled the development of new theories by collecting data and testing predictions (hypotheses).
- ❖ With its large sample size and random selection of the sample, it enabled generalization of the research findings to the population.
- ❖ It allowed the collection of a large amount of data using structured tools and techniques which made the process relatively speedy and easy.
- ❖ Data analysis was relatively less time-consuming through use of statistical software.
- ❖ The research results were relatively independent of any bias of the researcher.
- ❖ This approach provided the researcher with a nomothetic body of knowledge (Pandya, 2012).

The researcher found this approach relevant and accommodating to the research objectives, since the data were analysed by means of the Statistical Package for Social Sciences (SPSS) through frequency analysis in the form of tables (Yunus & Tambi, 2013).

3.3 POPULATION AND SAMPLE

3.3.1 The study population

The study population refers to the group of people, animals or archives that one is interested in examining (Adams & Lawrence, 2015). Kumar (2014) defines the study population as those from whom the information required to find answers to the research questions is obtained. The researcher regards the study population as a pool of people who are expected to respond to the research questions, so that when the study is completed the findings will be generalized.

The population of this study comprised public school principals in the King Cetshwayo District of KwaZulu-Natal province in South Africa. Before the investigation, the researcher had observed the poor quality of teaching and learning,

and the inhibiting influence of the PPM in the management of schools. It was for this reason that the study was conducted in the King Cetshwayo District.

3.3.2 The study sample and sampling techniques

Adams and Lawrence (2015) define the sample as a subset of the population from which data are collected. Spickard (2017) regards the sample as a group representing the massive population. The researcher defines a sample as subjects drawn from the larger population to represent it in the study. 100 of the 200 public secondary school principals formed the sample of this study. See the table below.

Table 3.1: The study sample

No.	Circuit Management Centre (CMC)	No. of wards per CMC	Actual number of participating wards	No. of schools participating per CMC	Percentage %
1	Mthonjaneni	08	08	50	50%
2	Mthunzini	04	04	25	25%
3	Nkandla	03	03	19	19%
4	Umlalazi	02	01	06	06%
Total		17	16	100	100%

In this study, the sampling process entailed systematic random sampling which the researcher applied in drawing the sample from the larger population. The researcher applied this sampling design to avoid bias. The list of schools was obtained from the EMIS unit of the KZN DBE in the King Cetshwayo District. The systematic random sampling was applied with a formula, by which the researcher took 200 school principals of public secondary schools divided by the sample size of 100. By this every second school was selected from different wards to provide the sample of 100 principals who would be regarded as respondents (Kumar, 2014).

3.4 THE RESEARCH INSTRUMENT

Data were collected from school principals using a questionnaire, the survey instrument used to elicit information from the respondents (Mahmud, 2012). Kumar (2014) defines a questionnaire as a written list of questions, the answers to which are recorded by the respondents. The questionnaire's intention in this study was to translate the information needed into a small set of specific questions which would be answered by participants.

Taking into account the research objectives, the researcher administered the questionnaire with predominantly closed-ended questions. These enabled the researcher to solicit data from the respondents. The questionnaire, with Likert Scale answers, were mailed to school principals. The Likert Scale provides alternative answers – *strongly agree, agree, undecided, strongly disagree, and disagree* (Adams & Lawrence, 2015). Open-ended questions were used at the end of the questionnaire.

3.4.1 The structure and nature of the questionnaire

The question structure specified the set of response alternatives and the response format. This was done to improve the respondents' cooperation and make administering and coding easier (Mahmud, 2012). The questionnaire was developed by the researcher's considering the objectives and research questions of the study.. The questions were divided according to sections, taking into account the objectives of the investigation. Mahmud (2012) asserts that it is good to divide a questionnaire into several parts, each part dealing with a specific set of questions.

In this study, the questions were divided as follows: Section A comprised biographical, geographical and general information. Section B comprised the questions addressing the principal's management roles in the PPM. Section B formed part of research objective 1 in this study. Section C was closely related to the influence of the PPM in curriculum implementation. It elicited responses pertaining to research objective 2. Section D, the last section of the questionnaire, focused on the open-ended questions. These required participants to provide possible strategies which could lead to effective implementation of the PPM, list the benefits of and make recommendations on the PPM

in schools. This division of the questionnaire was done to ensure equal effort and attention for every section of the questionnaire (Mahmud, 2012).

The order of questions was considered in the process of designing the questionnaire. The opening questions were designed to interest the respondents. They were short and simple, but were aimed at developing respondents' enthusiasm to willingly complete the whole questionnaire (Muhmud, 2012; Remenyi, 2013). The researcher purposely did this to catch the attention of the respondents, but also took into account the levels of questions in terms of 'Bloom's taxonomy'. The first section comprised the low order questions, the second and third the middle order, and the fourth the higher order questions.

The researcher, considering the specificity and objectives of the study, wrote statements which required the Likert Scale type of alternative answers (Adams & Lawrence, 2015). This allowed the researcher to analyse data quantitatively in line with a chosen research paradigm and approach. The researcher provided all details about how the questionnaire should be completed and by whom. It was made as short as possible in terms of time in answering and length of questions. It was no more than six pages long, so as not to discourage respondents from answering all the questions (Yunus & Tambi, 2013; Kumar, 2014).

The researcher formulated questions which were thoroughly covered in the review of literature in order to establish facts from respondents. They strongly addressed the influence of the PPM in curriculum implementation at secondary schools. This was also considered in order to ensure that questions become relevant to the respondents. In the end, the questions were sufficient to obtain much needed information from the participants.

According to Mahmud (2012), there is a need to translate the desired question content and structure into words that can be clearly and easily understood by respondents. To ensure this, the researcher exhausted the relevant literature on the PPM, and translated the content in order to choose appropriate and understandable words in forming

statements and questions in the questionnaire. In the end, the questionnaire exhibited the following desirable characteristics:

- ❖ Positive and negative statements were clearly articulated.
- ❖ Statements were short.
- ❖ Statements were clearly expressed.
- ❖ The statements did not attempt to trick the respondents
- ❖ There were no multiple themes in the statements.
- ❖ Directing the researcher's feelings to respondents was avoided.
- ❖ Comparative statements were not used (Remenyi, 2013).

The questionnaire was duplicated professionally in the form of a booklet, without overcrowding, and providing clear directions and instructions (Mahmud, 2012). The resource centre of the University of Zululand duplicated the questionnaire accompanied by an informed consent form, a letter requesting permission, the UZREC ethical clearance certificate and the KZN DBE permission letter. This collection was prepared for mailing.

3.4.2 Administration of the research instrument

3.4.2.1 Pilot study

The order of questions in a questionnaire is important as it affects the quality of information, and the interest and even the willingness of respondents to participate in the study (Kumar, 2014). The researcher's pilot tested the questionnaire in the Eshowe Circuit Management Cluster of King Cetshwayo District. Piloting/pretesting entails a critical examination of the understanding of each question by respondents (Kumar, 2014). Anderson (1990) argues that a good way of pilot testing a questionnaire is to assemble a group of six to 12 respondents. The researcher administered 10 questionnaires to principals in the cluster. It took them less than fifteen minutes to complete the questionnaire (Spickard, 2017).

The purpose of the pilot study was not to collect data, but to identify problems that potential respondents might have in understanding or interpreting the questions

(Kumar, 2014). Conducting the pilot study enabled the researcher, to see whether the instrument would yield quality data, and it was found that the questionnaire was reliable and valid. The pilot study also provided a means of identifying spelling mistakes, questions, format, and average time required by the research instrument (Buthelezi, 2016). In this study participants in the pilot test were allowed to make written comments directly onto the questionnaire, so that the researcher could modify it if necessary.

The process of pilot testing enabled the researcher to establish that there were poorly worded questions in the questionnaire which were then corrected before mailing to the research participants in the actual study. The researcher also realised the need to simplify some of the questions which were ambiguous to the participants, and those which most of the participants failed to answer in the questionnaire.

As stated above, the pilot study of the questionnaire proved it to be reliable and valid. Some unanswered items forced the researcher to revise certain items in order to measure what the researcher intended to measure in the study. It is for this reason that all aspects of the questionnaire required to be revised by the researcher, supervisors and experts in the field of management studies.

3.4.2.2 Actual study

According to Kumar (2014), there are four ways of administering a questionnaire, namely: mailing it, putting it online, through collective administration, and administration in a public space. In this study the questionnaires were initially mailed to research participants. The mailed questionnaire was used in this study to avoid costs. The researcher is backed by Yunus and Tambi (2013), who state that a questionnaire is a primary data collection instrument which can be sent by mail to selected respondents for them to complete on their own. After selecting the sample and the type of administration, the researcher mailed 100 questionnaires to respondents in the King Cetshwayo District.

The mailed documents comprised letters of request to participate in the study, the UZREC's ethical clearance certificate, permission to conduct the study from the KZN

DBE, the participants' informed consent declaration, and the questionnaire for school principals. The mailed questionnaires were enclosed with a one-page covering letter with the following components which, according to Spickard (2017) are crucial when questionnaires are mailed. The letter

- ❖ explained the purpose of the research questionnaire;
- ❖ gave an assurance that responses will be treated with the strictest confidentiality;
- ❖ provided return and contact information;
- ❖ Stressed the need for a prompt response

The participants were given four weeks to bring back the questionnaires using the postage-paid and self-addressed envelopes. In the last week for submitting them, the participants were reminded by short cell phone messages to return them. The researcher also visited schools to check whether they had received the questionnaires because it was expected that some schools which formed part of the sample might have unpaid postal boxes. The return rate of questionnaires from the participants was 80% after a due process.

3.4.3 Validity and reliability in quantitative research

The pilot testing of the questionnaire was inevitable to ensure that the study had a quality result. As indicated above, the researcher in this study measured the instrument's validity and reliability by pilot testing it. More details are discussed below.

3.4.3.1 Validity measurements

Kumar (2014) defines validity as the ability of an instrument to measure what it is designed to measure. Similarly, Adams and Lawrence (2015) state that validity is concerned with the ability of an instrument to accurately measure what it is supposed to measure. The researcher defines validity in line with Adams, Khan and Raeside (2014), who define it as the strength of our conclusions, inferences or propositions. The researcher in this study conclusively catered for the validity through the pilot study since the questionnaire did measure what it was meant to measure (the influence of the

PPM in curriculum implementation). This study applied a combination of three types of validity which are found in quantitative studies (Adams & Lawrence, 2015). The units of validity were established through the following:

(a) Face validity: That is to estimate whether a questionnaire appears to measure what it is designed to measure (Yunus & Tambi, 2013). In the process of piloting and in the actual study, the instrument was found to be appealing to respondents through its face value to measure the influence of the PPM in curriculum implementation. Through the pilot study the instrument was deemed attractive and inviting to the participants.

(b) Content validity: In order to validate the content of the questionnaire, the researcher evaluated the content to find whether it was closely related to the scope of the PPM and curriculum implementation. He did so by pilot testing a questionnaire. According to Yunus and Tambi (2013), if the instrument contains a good selection of domain-related items then it is said to have content validity. The content validation process required the researcher to realign certain questions in the research instrument so that they met the objectives of the study. The research instrument was submitted to the educational management experts who validated the content knowledge.

(c) Construct validity: This type of validity is concerned with whether a measure is reflective of the hypothetical construct of a variable (Adams & Lawrence, 2015). The general sense of what is meant by the influence of the PPM in curriculum implementation was covered. The construct validity in this study was designed to allow self-control, attitude, behaviours and emotions associated with the construct (Adams & Lawrence, 2015).

3.4.3.2 Reliability measurement

Adams and Lawrence (2015) define reliability as the requirement which is concerned with the consistency of the measurement. Adams et al. (2014) state that reliability estimates the consistency of the measurement, or simply the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. The researcher observed the consistency of the results yielded by the questionnaire in the process of analysing them. Consistency was observed through the pilot study and in the process of analysing the results of the actual study. The results

which were found in the Eshowe Circuit Management Cluster were very close and consistent with the findings of the actual study.

Adams and Lawrence (2015) point out that a measure cannot be valid unless it is reliable, and that a measure can be reliable, but not valid. It was checked by experts in the field of management. The researcher is a teacher by profession, which was an added advantage in terms of the content included in the questionnaire. This enabled the researcher to include relevant content in the instrument, and see whether the instrument was valid and reliable. The professional statistician did experience problems in transferring and analysing the data, but the data were deemed reliable in the process of analysing them.

3.4.4 The use of questionnaires

The questionnaire, according to Mahmud (2012); Adams & Lawrence, (2015) provide the uplift, motivation and encouragement for respondents to willingly complete it. It is one of the reasons why the researcher designed the questionnaire as an instrument for collecting data. Another objective was that the questionnaire would minimize response error in the process of analysing the data, which might include misclassification, inconsistencies, incompleteness and gaps in the information obtained (Mahmud, 2012). In order to reach sampled respondents in different geographical areas, the researcher deemed it necessary to make use of questionnaires. Kumar, (2014) and Spickard, (2017) confirm this view that when conducting study in different geographical areas questionnaires become easiest and cheapest way of reaching participants.

3.4.4.1 Advantages of using questionnaires in the study

The researcher benefited from the use of a questionnaire as it was less expensive than other forms such as the interviews; it offered greater anonymity as there was no face-to-face interaction between respondents and the researcher; it allowed respondents to independently respond to questions without the influence of the researcher, which contributed to the credibility of the data collected; it could be given to many people simultaneously, it allowed respondents sufficient time to consider answers before responding; it provided a greater uniformity across the measurement situations than do

interviews. Each person responded to exactly the same questions because standard instructions were given to the respondents; questionnaires were easily analysed and interpreted than the data obtained from verbal responses; respondents could complete it in their own time in a more relaxed atmosphere; its design was relatively easy to understand if guidelines were followed; the administration of questionnaires, and the coding, analysis and interpretation of data could be done without much training (Cohen & Manion, 1989; Yunus & Tambi, 2013; Kumar, 2014).

3.4.4.2 Disadvantages of using a questionnaire in the study

There was a low response rate: some participants were sluggish in completing and returning the questionnaires; there was no opportunity for spontaneous responses; lack of opportunity to clarify issues/context; if the respondent does not understand the questions, he/she had no one to clarify them; questionnaires did not provide the flexibility which could be provided by interviews; some questions' concepts could not be clarified face-to-face with respondents; some respondents neglected to complete the questionnaires owing to increasing administrative duties; some participants could delegate to someone who was not capable of answering questions in the specific field; the questionnaire catered for a target population which could read and write only (Kumar, 2014).

3.5 METHOD OF DATA ANALYSIS

3.5.1 Scales of measurement

The nominal scale in the questionnaire was used in this study. It allows coding of data to be easy. The process of analysing data was simple owing to the specificity and categorization of items in the questionnaire. Biographical, demographic and general information required by the questionnaire was binary in Section A. As some of the questions were to be answered 'Yes' or 'No', or 'Female' or 'Male', the binary scale which is found under the nominal scale was, for instance, coded as Yes =1 and No =2, but this did not mean that there was a numerical value (Duncan, et al., 2016). In this study, the nominal scale was used to measure the data from Sections B and C of the questionnaire. In the nominal scale, each number has a unique meaning. It is also

referred to as the categorical scale, because it is made up of categories (Duncan, et al., 2016). The categorical/nominal identity was expressed as follows:

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	2	3	4	5

The numbers appearing above are nominal: they have no numerical value, so that if you were to assign a numerical value to a category, a higher score would not necessarily mean that there was more of some quality (Adams & Lawrence, 2015). This scale of measurement requires tabulation in the analysis of data. Using it enabled the researcher to code data easily.

3.5.2 The process of analysing raw data

After the researcher collected the raw data from the respondents, they were presented, interpreted and analysed in Chapter Four of this study. Raw data were edited for inconsistencies, misclassifications and incompleteness in the information obtained from participants. The researcher then undertook the editing, coding, development of a frame analysis, frequency distribution, cross-tabulation, reconstruction of the main concepts, and the statistical procedures (Kumar, 2014). This study used tables with percentages to present and interpret the data. This was done through the Statistical Package for Social Sciences (SPSS).

When the study was complete, the findings were generalized to the larger population of the King Cetshwayo education district in KwaZulu-Natal. After analysis of data, the researcher returned to the research respondents so that they could confirm the findings. This was done in order to ensure the trustworthiness and credibility of the entire study. The researcher then presented all the research chapters in the form of a manuscript.

3.6 ETHICAL ISSUES

Ethical considerations refer to the protection of the participants' rights, obtaining informed consent, and the institutional review process (Bryman & Bell, 2007). However, Yunus and Tambi (2013) state that ethics are currently termed the study and

philosophy of human conduct, with an emphasis on the determination of what is right and wrong. Yunus and Tambi also refer to ethics as rules or standards and principles that govern the researcher's conduct in carrying out the research objectives. The researcher followed and applied all principles and standards. This was done through institutional review processes, which included the application for ethical clearance from University of Zululand Research Ethics Committee (UZREC).

Permission is central in any area where access is needed, because it gives the researcher access to work with participants (Adams & Lawrence, 2015). In order for the researcher to be permitted, the study was presented to the UZREC to see whether there were any gaps and possible risks in the process of investigation. This study was deemed acceptable as there was no possibility of harming the participants and other stakeholders in the process of conducting the study. The UZREC issued the ethical clearance certificate, and granted the researcher permission after he successfully defended the proposal. The process satisfied all requirements for conducting the study that were determined by the UZREC.

When the ethical clearance certificate was issued, the researcher approached the KwaZulu-Natal Department of Basic Education (KZN DBE) for permission to conduct this study. Permission was then handed over by the researcher to the DBE officials in King Cetshwayo District. Permission enabled the researcher to access the information of schools in King Cetshwayo District of KwaZulu-Natal province in South Africa. The investigation period granted to the researcher by the UZREC was 20 September 2017 to 1 July 2018. The KZN DBE investigation period was three times as long, from 22 September 2017 to 9 July 2020. The list of schools was then accessed from the Education Management Information System (EMIS) unit by the researcher, with postal addresses and the contact numbers of sampled schools. The questionnaires were mailed to all selected schools, with an enclosed letter stating the purpose, the permission letter from the KZN DBE, and informed consent forms addressing the ethical issues (Kumar, 2014).

Letters were written prior to school principals requesting their participation in the study. The letters explained the roles to be played by participants in the investigation, and the purpose and aims of the study. The letter also provided contact details in case participants were uncertain of the upcoming investigation, which was entitled

‘Influence of the post-provisioning model in curriculum implementation at secondary schools in the King Cetshwayo District’. The participants signed informed consent declaration forms in order to participate in the study. This confirmed their availability to participate.

The researcher applied for the permission at the Kwazulu-Natal Department of Basic Education (KZN DBE). After receiving the researcher forwarded it to the DBE local officials in King Cetshwayo District. The list of schools was accessed from EMIS unit by the researcher after permission was given. The list, with the physical, postal addresses and contact numbers of sampled schools, was obtained from the EMIS office.

The questionnaires were mailed to all selected schools, with an enclosed letter stating the purpose of the procedure, and the selected participants, and the informed consent forms addressing the ethical issues (Kumar, 2014). The informed consent forms were given to participants before the enquiry, and the assurance was given to all participants that their rights, dignity and confidentiality would be respected during the course of the study. The researcher gave an assurance with regard to the protection of participants’ rights, which included the right to self-determination, the right to privacy, the right to autonomy and confidentiality, the right to fair treatment, and the right to protection from discomfort and harm (Cohen, Manion and Morrison, 2000).

3.7 CHAPTER SUMMARY

This chapter has paid special attention to the research methodology and design used in the study. The research methods and designs employed by other scholars in this field, and which are deemed to have produced quality results, have been tested in this study. The chapter has also discussed the sampling procedures, and methods of data analysis, and described the research instrument which was used to collect empirical data from participants. The chapter has also discussed the ethical issues which were taken into consideration in the process of conducting the study. The next chapter critically analyses the interpretation and discussion of the results.

CHAPTER FOUR

4. PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL DATA

4.1 INTRODUCTION

The previous chapter provided a detailed analysis of the research design and methodology employed in this study. This chapter reveals the findings emanating from the methodology used in the previous chapter. The critical interpretation and analysis of data are robustly presented in this chapter to answer the following research questions:

- ❖ What management roles can be played by principals in the PPM at secondary schools?
- ❖ How does the PPM influence curriculum implementation at secondary schools?

Data collected by means of the quantitative research instrument, the questionnaire, was presented, interpreted and analysed. The researcher organized data for analysis by designing a spreadsheet, and began scoring the questionnaires. The qualified test user verified the scores and the results were put into a data sheet after being systematically recorded in columns. Each item was assigned its column, since the data analysis involved item analysis from the questionnaire. The results were presented in a tabulated form for each item. The researcher rechecked the original scores together with the data sheets. The process of rechecking data by the statistician and supervisors ensured the reliability of scores in the study.

4.2 PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL DATA

This section of the chapter specifically deals with the presentation, interpretation and analysis of empirical data obtained from the respondents through the quantitative research approach. Of the 100 questionnaires which were distributed, the respondents returned 80. This constituted 80% of the possible response rate, which, according to Wyse (2012), is sufficient for data analysis in a population size of 100.

4.2.1 The questionnaire

4.2.1.1 This section gives biographical and general information given by the respondents.

Table 4.1: gender of respondents

Gender	Respondents	Percentage
Female	23	28.75%
Male	57	71.25%
Total	80	100%

Table 4.1 shows the gender of respondents who participated in the study. The female respondents were 23, 28.75%, and 57, 71.25% were male. The table shows the large percentage of males who participated in the study. This can be attributed to the patriarchal nature of society, and the gender stereotype which is biased towards male principals, since they are regarded as the better managers by communities in secondary schools. Mutabai *et al.*, (2016) confirm that all around the world, men have been seen to dominate over women. This can be traced to both colonial and biblical teachings that dictate that men are superior to women.

The Constitution of the Republic of South Africa abolished these inequalities in all spheres of government. However, they still prevail in many other spheres of life. Naidoo (2013) supports this view in asserting that although there have been many convincing grounds for equal representation of women in leadership, progress towards this initiative has been notably slow. The character of patriarchal society is greatly influenced by culture and religion. Mutabai *et al.*, (2016) emphasize the role of leadership in such a society, causing major obstacles for women to be leaders.

Table 4.2: Age group of respondents

Age in years	No. of respondents	Percentage
Under 30	0	0%
30-39	0	0%
40-49	39	48.75%
50-59	40	50%
60 upwards	01	1.25%
Total	80	100%

Table 4.2 shows the age of respondents who participated in the study. It shows that no respondents were below 40 years, and that 48, 75% of principals had age group of 40 to 49, while, 50% of respondents were in the age group of 50 to 59. The last age group had 1, 25% of respondents who were at the age of 60 upwards. The researcher can conclude that, principals who are managing schools are experienced and mature in the field of education. There is a strong relationship between age and leadership in all sectors of institutions. Kotur and Anbazhagan (2014) assert that older people can generally give better advice than young ones. Nowadays, evidence for the link between age and leadership can still be found in professions that require a considerable amount of specialized knowledge and experience, such as science, politics, and the arts (Van Vugt, 2006, in Kotur & Anbazhagan, 2014).

The low percentage of respondents aged 60 and above may be related to human life expectancy that is decreasing dramatically owing to the prevalence of many diseases. This may cause some employees to take early retirement. On the other hand, older employees may perform poorly because of their age, since age influences the way in which leaders perform their duties.

Table 4.3: Highest educational qualification of respondents

Qualification	No. of respondents	Percentage
Educational management programme	10	12,5%
BA, BSc, BTech, BCom	01	1,25%
BEd / BPaed	05	6.25
BEd (Hons)	37	46,25%
Hons (BA, BCom, BSc, etc.)	08	10%
MEd.	12	15%
MA, MBA, MPA, MSc, etc;	01	1,25%
DEd./PhD	06	7,5%
Other	0	0%
Total	80	100%

Table 4.3 shows the highest qualifications of respondents. The table shows that 12,5% of respondents had Educational Management programme. 1, 25% of respondents had BA, B.sc etc, while 6, 25% of respondents hold B.ED/ B. PAED. The overwhelming majority of the respondents with 46,25% had B. Ed Honours, while 10% had Honours degrees in B.Com, B.A, B. Sc. etc. The table indicates that 15% of respondents had M.Ed., while 1, 25% of respondents had MA, MBA, MPA, M.Sc. etc. The 7, 5% of respondents had D.Ed. / PhD in the field of education. The researcher is worried about the small percentage of respondents who have enrolled in postgraduate studies, especially in educational management, when there is a major deficit in effective management and leadership in our schools. Bush, Kiggundu and Moorosi (2011) vindicate the contention that there is an increasing body of evidence that leadership makes a significant difference to school improvement and learning outcomes, and that there is less agreement about what preparation is required to develop appropriate

leadership behaviour. This is problematic, because there is no management and leadership qualification required from principals to hold a managerial position. A teaching qualification and experience does not guarantee effective management and leadership skills in a managerial position (Bush *et al.*, 2011). Khan (2011) in Sawati et al. (2013) maintains that principals with higher professional qualifications are more efficient in the management of their duties than those without. Despite the researcher's concern, all respondents were suitable and qualified because they met all qualifying requirements in terms of the provisions of the Personnel Administrative Measures (PAM).

Table 4.4: Teaching experience in years

Teaching experience in years	No. of respondents	Percentage
0-5	0	0
6-10	0	0
11-15	01	1,25
16-20	12	15%
Over 20	67	83,75%
Total	80	100%

Table 4.4 shows the teaching experience of respondents. The table shows that there were no respondents who had less than 11 year's teaching experience, while 1, 25 % had 11 to 15 years' experience in teaching. 15% of respondents were ranging between 16 to 20 years, while the overwhelming majority with 83% were above 20 years in teaching experience. The King Rice (2003) in Cape Higher Education Consortium (2009) states that indicators of teacher quality include years of teaching experience, teacher preparation programmes and degrees, teacher certification, teacher coursework, and teachers' own test scores. In school management and leadership, the number of years at post level one is a contributing factor in achieving a senior post. However, getting a senior post does not mean removal of teaching activities, but management of both leadership and teaching. Sawati, Anwar, and Majoka (2013) support this in

asserting that an effective principal is a person who practically involves himself/herself in the instructional life of the school; he/she is more in the classroom than in the office; he/she is committed to his/her profession; he/she devotes himself/herself more to teaching and learning than financial business, and he/she uses achievement data for planning further. This is supported by Moonsammy-Koopasammy (2012) in Buthelezi (2016), who advocates that a principal is required to engage in class teaching according to the workload of the relevant post level, and perform management functions. In this regard, the researcher argues that spending a lot of time on teaching and learning may be dangerous to the effective administration of the school.

Table 4.5: Experience in years as a school principal

Experience in years as school principal	No. of respondents	Percentage
0-5	28	35%
6-10	30	37,5%
11-15	08	10%
16-20	04	5%
Over 20	10	12,5%
Total	80	100%

Table 4.5 shows the experience in years as school principal. The table reveals that 35% of respondents had 0 to 5 years of experience, while 37% was for respondents who had 6 to 10 experience in principal ship position. 10% of respondents had 11 to 15, and 5% had 16 to 20 years of experience. The table further shows that 12, 5% of respondents had over 20 years' experience in management and leadership positions. Having no management and leadership experience may be too risky, as a principal may find it difficult to move from post level one to management and leadership. It is probable that the consideration of experience in higher positions by the DBE is rooted in African culture, which requires that older people must be given higher positions. Ahiazu (1989) in Kotur and Anbazhagan (2014) vindicates the researcher by asserting that experience

is considered a function of age, and therefore older people are given priority for leadership positions in various organizations; but in the researcher's view, years of experience as a principal does not guarantee effective school management and leadership.

Table 4.6: The status of the school in accordance with SASA 84 of 1996

Status of the school	No. of respondents	Percentage
Section 20 public schools	34	42,5%
Section 21 public schools	46	57,5%
Total	80	100%

Table 4.6 shows the status of the school in accordance with SASA 84 of 1996. The table shows that 42, 5% of schools were falling under section 20, while 57, 5% were falling under section 21. According to the South African Schools Act (No. 84 of 1996), all public schools are regulated in terms of the powers outlined in the law. The researcher is vindicated by these findings as the target in this study was the ordinary public schools. The high percentage of Section 21 schools may be traced to the stipulations in SASA, which provide that most schools were to be Section 21 schools without function C, which limits an SGB to purchasing textbooks, educational materials and equipment for the school, and raising school fees from parents. However, the researcher suggests that continual research is required as communities are changing, and their poverty grading is influenced by the service delivery of the government.

Table 4.7: Geographical area of the schools

Area of the schools	No. of respondents	Percentage
Urban area	11	13,75%
Semi-urban area	18	22,5%
Rural area	51	63,75%
Total	80	100%

Table 4.7 shows the geographical areas of the schools. The table reveals that 13, 75% of schools were situated in urban areas, while 22, 5% were situated in semi-urban schools. The table further shows that 63, 75% of the schools were situated in rural areas. In this regard, the researcher concludes that most of the schools participated in this research were schools positioned in rural areas. There is strong evidence that most of the schools are in rural areas where there is an infrastructure backlog, and where most of those communities were previously disadvantaged. Motala (2006) asserts that incorporating the poverty grading of the school in the distribution formula is a sign of the conception of equity that is closer to vertical equity and adequacy, since this approach takes into account the historical inequalities among schools (cf.2.6).

Table 4.8: Involvement in teaching by principals

Principal's involvement	No. of respondents	Percentage
Yes	74	92,5%
No	06	7,5%
Total	80	100%

Table 4.8 shows the involvement of principals in teaching tasks. The table shows that 92, 5% of respondents were involved in teaching activities, while 7, 5% were not taking part in teaching activities. Most of principals (92, 5%) are executing their duties in line with instructional leadership roles. The researcher is concerned that the instructional leadership role is undermined by the effort of principals who are not involved in teaching and learning activities. Dongo (2016) maintains that the principal has a great influence on the teaching and learning process. (Sheikh, 2001) in Sawati *et al.*, (2013) confirms that the principal is the hub of all the educational efforts, and therefore he/she has to play the role of organizer, leader, governor, business director, coordinator, teacher, guide, philosopher and friend (cf.2.7).

Table 4.9: Quintile number of the schools

Quintile number	No. of respondents	Percentage
Quintile one	9	11,25%
Quintile two	28	35%
Quintile three	20	25%
Quintile four	17	21,25%
Quintile five	06	7,5%
Total	80	100%

Table 4.9 shows the quintile ranking of the schools. According to the table, 11, 25% of principals were schools ranked in quintile one, 35% were in quintile two, and 25% were in quintile three. The table further reveals that 21, 25% were in quintile four, while 7, 5 were in quintile five. The table indicates that most of principals (35%) who participated in this study were ranked in quintile two. The ranking of the schools is very important in the distribution of educational resources in order to ensure equality and equity. A Motala (2006) state that early policy aimed at equity as uniformity through a distribution of educators from richer to poorer schools was made. Later initiatives (from 2002 onwards) moved to a conception of equity closer to adequacy, taking into account a weighted-learner approach which includes the quintile ranking of schools (cf.2.6). The ranking of schools served to indicate the resources needed for schools to be well maintained.

4.2.1.2 The management roles of principals in the PPM

Table 4.10: The management roles of principals in the PPM

Acronyms: Number & Percentage = N & %, strongly agree = SA, agree = A, undecided = U, disagree = D, strongly disagree = SD. Total = T

ITEMS	N & %	SA	A	U	D	SD	T
(A) The DBE sets clear directives as to how the PPM is to be implemented in your school.	N	07	50	02	13	08	80
	%	8,75	62,5	2,5	16,25	10	100
(B) The principal sees transparency in the implementation of the PPM through formulas.	N	4	19	1	43	13	80
	%	5	23,75	1,25	53,75	16,25	100
(C) There is a need for the principal to influence the processes of the PPM in schools.	N	49	27	1	00	3	80
	%	61,25	33,75	1,25	00	3,75	100
(D) The SGB-paid educators reduce the learner-educator ratios.	N	42	23	02	7	6	80
	%	52,5	28,75	2,5	8,75	7,5	100
(E) The documents on implementing the PPM are not ambiguous.	N	2	26	11	21	20	80
	%	2,5	32,5	13,75	26,25	25	100
(F) The redeployment of educators does not disturb teaching and learning in the school.	N	1	1	1	24	53	80
	%	1,25	1,25	1,25	30	66,25	100
(G) The PPM considers the late admission of learners in the school.	N	2	2	1	24	51	80
	%	2,5	2,5	1,25	30	63,75	100
(H) The PPM is in line with the strategic planning of the school.	N	1	6	2	31	40	80
	%	1,25	7,5	2,5	38,75	50	100
(I) The principal has got a platform to address grievances about PPM implications.	N	2	05	2	43	28	80
	%	2,5	6,25	2,5	53,75	35	100

(J) The PPM does not ensure job satisfaction of educators.	N	29	29	9	4	9	80
	%	36,25	36,25	11,25	5	11,25	100
(K) Post vacancies are not filled timeously by the DBE.	N	52	21	0	4	3	80
	%	65	26,25	0	5	3,75	100
(L) The principal regards multiterm PPN as a solution.	N	8	39	18	6	9	80
	%	10	48,75	22,5	7,5	11,25	100
(M) There is a need to revise the month in which PPN certificates are issued in terms of the PPM.	N	36	33	6	5		80
	%	45	41,25	7,5	6,25		100
(N) The principal sees the need for training in the implementation of the PPM.	N	31	37	10	2		80
	%	38,75	46,25	12,5	2,5		100
(O) The PPM favours the management roles of the school principal.	N	1	8	6	45	20	80
	%	1,25	10	7,5	56,25	25	100

Table 4.10 is a consolidation of sub-tables from 4.10.A to 4.10.O, on the management roles of principals in the PPM.

(A) The DBE sets clear directives as to how the PPM is to be implemented in your school.

In this study, most of the principals (71, 25%) are clear about directives of the DBE. Waston (1998) confirms that principals require strong inputs, which include educators' characteristics, clear communication from DBE officials, transparency, facilities for and administrative capacity in the implementation of the PPM (cf.2.7). Moreover, Naicker (2005) states that clear directives from those in authority is a core ingredient for success in policy implementation. This is worrying, because 26, 5% of the respondents were found to be unclear about DBE directives. This may be due to lack of understanding and interpretation or application of DBE directives, but it could be catastrophic, because it may cause poor implementation of the policy, which can affect the performance of the school in all sectors, including core duties such as teaching and

learning. (SADTU, 2010) vindicates the researcher's view that problems in implementing government policies clearly had a great impact on learner performance in many schools.

(B) The principal sees transparency in the implementation of the PPM through formulas.

Table 4.10 shows that 70% of the respondents disagreed that there is transparency in implementation of the PPM through formulas. 1, 25% of respondents were undecided, while 28, 75% of respondents disagreed that there is transparency in implementation of the PPM through its formulas. The challenge for 70% of respondents about transparency may be ascribed to the fact that some never attended the training in implementation processes of the PPM. Ntuli (2012) notes a major shortcoming in the PPM process in the technical validation of the PPN, because it involves the knowledge of the formula and weighting of the subjects (cf.2.7.2.1).

(C) There is a need for principals to influence the processes of the PPM in schools.

Table 4.10 reveals that 95% of the respondents affirmed the need to influence the processes of the PPM in schools. 1, 25% were undecided, and 3, 75% disagreed that there is a need for the principal to influence the processes of the PPM. Naicker (2005) states that PPN implementation is the task of the principal, as the implementer of policy at school level, to point out to educators, as the policy recipients, the objectives and the processes involved in the implementation of the PPN (cf.2.7.2). The ELRC (2001) confirms that the principal should play a role in the implementation of the PPM by identifying those posts that are vacant on the basis of the curricular needs of the school. Principals are probably aware of their roles and responsibilities in the implementation of the PPM.

(D) The SGB-paid educators reduce the learner-educator ratios.

Table 4.10 shows that 81, 25% of respondents endorsed that SGB-paid educators have an effect on reducing learner-educator ratios. 2, 5% of respondents were undecided, and 16, 25% disagreed. The research findings are fully backed by Naicker (2005), who states that hiring SGB-paid educators not only reduces the learner-educator ratios, it reduces the educator workloads (cf. 2.6). Low learner-educator ratios are making a

positive climate for effective curriculum implementation. (Mestry and Ndhlovu, 2014) maintain that to provide quality education, most SGBs in affluent schools ensure that sufficient physical and human resources are available (cf.2.7.2.4). This is not possible in all schools, but more in the previously advantaged ones. The role of hiring SGB-paid educators should be promoted and regulated more efficiently. Funding should be available for all schools to make provision for more staff.

(E) The documents on implementation of the PPM are not ambiguous.

Table 4.10 shows that 51, 25% of respondents disagreed that documents on implementation of the PPM are not ambiguous. 13, 75% were undecided, and 35% agreed. The poor implementation of the PPM may be caused by poor interpretation of policies. The 51, 25% of respondents may be attributable to lack of training by the DBE. The findings indicate that principals experience ambiguity in interpreting these policies. Naicker (2005) concurs with the researcher that implementers and recipients of policies will always put their own interpretations and meanings to intended policies in schools (cf.2.7.2.1).

(F) The redeployment of educators does not disturb teaching and learning.

Table 4.10 shows that 96, 25% of respondents disagreed that redeployment of educators does not disturb teaching and learning. 1, 25% of respondents were undecided, and 2, 5% agreed. The 96, 25% of respondents may be explained by Prew et al. (2015) in Salmon and Sayed (2016), who argue that the process of moving posts and educators around is highly complex, and has proved to be destabilizing in curriculum delivery (cf.2.7.2.5). The high percentage demonstrates that the current application of the PPM is destructive of curriculum implementation.

(G) The PPM makes allowance for the late admission of learners to schools.

Table 4.10 reveals that 93, 75% of respondents disagreed that the PPM makes allowance for the late admission of learners to schools. 1, 25% were undecided, and 5% agreed. The very high percentage of disagreeing respondents reveals that additional posts could not be obtained because not all learners had been accounted for. According to the Equal Education Report (2010), the late admission of learners to schools was a real impediment in school management and resource distribution, and that high

percentage of respondents indicate an administrative failure on the part of the DBE. The DoE (2002) provides that certain developments such as an unexpected growth in learner numbers may occur at a particular school, and may justify the allocation of additional posts to the school (cf.2.7.2.3).

(H) The PPM is in line with the strategic planning of the school.

Table 4.10 shows that 88, 75% of respondents disagreed that the PPM is in line with the strategic planning of schools. 2, 5% were undecided, and 8, 75% agreed. The DBE (2013) and Ntuli (2012) vindicate the very high percentage of disagreeing respondents in asserting that the principal's roles in strategic planning are undermined by the PPM (cf.2.7.1). Strategic planning is vital in the management of schools in the sense that it predetermines activities to be performed by members of staff, which are then undermined by the PPM.

(I) The principal has a platform to address grievances about PPM implication

Table 4.10 shows that 88, 75% of respondents disagreed that the principal has a platform to address grievances about PPM implications. 2, 5% of the respondents were undecided, and 8, 75% agreed. The process of redeployment has adversely affected the role of many principals, hence the need for a platform to ensure that grievances will be attended to. The 88, 75 percentage shows that principals with problems about the PPM have had no platform. The lack of some kind of support structure may lead to abuse in the PPM, and poor implementation of policies (Bharath, 2004). DBE officials at local level fail to support principals in matters relating to the PPM. The DBE (2013) states that schools battle with the issue because principals either do not understand the process, or abuse it (cf. 2.7.2.1). There are some problems that remain unattended to as the circuit managers are also finding it difficult to deal with them. They should be dealt with by the DBE at provincial level.

(J) The PPM does not ensure the job satisfaction of educators.

Table 4.10 shows that 72, 5% of respondents considered that the PPM does not ensure job satisfaction of educators. 11, 25% were undecided, and 16, 25% disagreed. The study reveals that educators' job satisfaction has not been considered in the implementation of the PPM. In this sense, it shows a failure in the DBE. The 72, 5% of

respondents could be related to what is noted by Mdlalose (2003), where he states that redeployment is stressful. Educators do not like to be redeployed, because it affects their commitment to curriculum implementation. However, Iwu et al. (2014) state that a mix of intrinsic and extrinsic factors tends to exert influence on educators' motivation (2.7.2.3). The high percentage of agreement with proposition J could be the result of this.

(K) Post vacancies are not filled timeously by the DBE.

Table 4.10 shows that 91, 25% of respondents confirmed that post vacancies are not filled timeously, and 8, 75% disagreed. The 91, 25% is evidence that there is a failure to fill vacant post timeously by the DBE. Naicker (2005) maintains that the filling of vacant posts by the Department is often characterized by lengthy delays in advertising and filling posts in a permanent capacity (cf.2.7.2.2). The late filling of vacant posts may result for some schools in unattended classes, and to a large extent this may affect curriculum implementation. Naicker (2005) endorses this view in maintaining that the qualification period imposed by the department for the appointment of state-paid substitute educators often disadvantages poorer schools in that they may have to resort to educationally unsound measures, and leave classes unattended.

(L) The principal regards multiterm PPN as a solution.

Table 4.10 reveals that 58, 75% of respondents endorsed that multiterm PPN is a solution. 22, 5% were undecided, and 18, 75% disagreed. The majority of principals (58, 75%) see multiterm PPN as a solution towards the instability which shakes the management's attempts to effectively implement the curriculum. Manuel (2004) in Naicker (2005) concurs with principals that a three-year PPN agreement would increase stability in schools. Naicker (2005) states that engaging in a three-year PPN agreement makes sound planning sense for school principals.

(M) There is a need to revise the month in which PPN certificates are issued in terms of the PPM.

Table 4.10 shows that 86, 25% of respondents endorsed the need to revise the month in which PPN certificates are issued. 7, 5% of respondents were undecided, and 6, 25% disagreed. The fact that 86, 25% endorsed the need to revise the month shows that the present month does not allow for effective planning of human resources and proper

administration of schools. According to Ntuli (2012), the late release of the PPN does not allow for proper human resource planning and allocation efficiency (cf.2.7.1). The DBE (2002) provides that schools are supposed to receive their PPN certificates in September of the year preceding implementation.

(N) The principal sees the need for training in the implementation of the PPM.

Table 4.10 shows that 85% of the respondents saw a need for training in the implementation of the PPM. 12, 5% of the respondents were undecided, and 2, 5% disagreed. The vast majority of respondents clearly believe that most principals are not aware of the processes and procedures involved in determining the PPN of the schools. Nmutandani (2003) confirms the finding by postulating that workshops to capacitate principals on the PPN and related issues could ensure that a fair measure of transparency exists in the distribution of educator posts (cf.2.7.2.1). The current poor implementation of the PPM may be traced to the fact that principals have never attended the workshops on the implementation procedures of the PPM. The PPN formula might be difficult for principals who have never attended the training. There is an obvious need for the DBE to train principals in the implementation of the PPM.

(O) The PPM favours the management roles of the school principal.

Table 4.10 shows that 81, 25% of respondents disagreed that the PPM favours the management roles of the school principal. 7, 5% of the respondents were undecided, and 11, 25% agreed. Salmon and Sayed (2016) argue that the PPM creates severe management problems in certain provinces with significant variation in application. Thwala (2014) points out that school principals often suffer from the red tape of DBE officials that leads to delays in the appointment of educators, and leaves schools without staff at the beginning of the year (cf.2.7.1). This has caused many schools to be disorganized in managing their school's activities. The high percentage may be the result of the DBE's failure to manage time in the implementation processes of the PPM. The finding of this study is that management roles of principals are not considered by the PPM in implementation processes.

4.2.1.3 The influence of the PPM on curriculum implementation

Table 4.11: The influence of the PPM on curriculum implementation

ITEMS	N & %	SA	A	U	D	SD	T
(A) The PPM considers the need to promote certain learning areas in my school.	N	02	17	5	31	25	80
	%	2,5	21,25	6,25	38,75	31,25	100
(B) All educators teach subjects as per their qualifications.	N	3	16		39	22	80
	%	3,75	20		48,75	27,5	100
(C) As the principal would you regard the PPM as not an inhibiting factor in curriculum implementation?	N	1	12	6	38	23	80
	%	1,25	15	7,5	47,5	28,75	100
(D) The PPM does not consider learners with disabilities in learning through provision of qualified educators.	N	33	35	5	7		80
	%	41,25	43,75	6,25	8,75		100
(E) The maximum class sizes of certain learning areas are considered by the PPM.	N	1	8	2	47	22	80
	%	1,25	10	2,5	58,75	27,5	100
(F) The academic performance of the school is not affected poorly by PPM.	N		2	1	46	31	80
	%		2,5	1,25	57,5	38,75	100
(G) The PPM leads to overcrowding of learners in certain learning areas.	N	30	37	2	8	3	80
	%	37,5	46,25	2,5	10	3,75	100
(H) The current learner-educator ratios are favourable for quality teaching and learning in the school.	N	3	12	3	46	16	80
	%	3,75	15	3,75	57,5	20	100
(I) The poor quality of teaching might be the result of current provisions of the PPM.	N	35	37	2	6		80
	%	43,75	46,25	2,5	7,5		100

(J) The educators are experiencing a high duty load as a result of the PPM.	N	42	36	1	1		80
	%	52,5	45	1,25	1,25		100
(K) There is a need to revise current ratios of the PPM in order to provide quality teaching and learning in the school.	N	46	33	1			80
	%	57,5	41,25	1,25			100

Table 4.11 is a consolidation of sub-tables from 4.11. A to 4.11. K, on the influence of the PPM on curriculum implementation.

(A) The PPM considers the need to promote certain learning areas in my school.

Table 4.11 shows that 70% of respondents denied that the PPM considers the need to promote learning areas in schools. 6, 25% of the respondents were undecided, and 23, 75% agreed. Salmon and Sayed (2016), citing Goodlife (2012), argue that the PPM does not take into account the need to promote new learning areas and diverse curriculum needs, especially within rural areas (cf.2.8.3). The system remains counter-revolutionary as it stops schools from offering as many streams as they may wish because only the number of learners determines the allocation of teachers to schools (SADTU, 2015). This practice maintains the inequality that still prevails in many sectors of education. The majority of principals exposed in their responses the DBE's failure to promote certain learning areas or diverse curriculum in schools.

(B) All educators teach subjects as per their qualifications.

Table 4.11 shows that 76, 25% of the respondents disagreed that all teachers teach as per their qualifications, and 23, 75% agreed. Marchant (2012) states that currently there are many qualified educators teaching subjects outside their area of specialization who are not qualified to do so (cf.2.8.4). Rakabe (2016) argues that educators are inadequately trained, and not always hired on the basis of prescribed qualifications. The 76, 25% shows that teachers are teaching outside their areas of specialization. The EELC (2016) contends that the allocation of posts only deals with absolute numbers, and has nothing to say about the distribution of qualified educators (cf.2.8.4). The higher percentage is evidence that there is failure to match educators' qualifications with the competence required in a subject. The poor educational outcomes may be the

results of mismatching teacher qualifications in the implementation processes of redeployment in the PPM.

(C) As the principal, would you regard the PPM as not an inhibiting factor in curriculum implementation?

Table 4.11 shows that 76, 25% of respondents disagreed that the PPM is not an inhibiting factor in curriculum implementation. 7, 5% of respondents were undecided, and 16, 25% agreed. The higher percentage of respondents reflected their judgement as to the ineffectiveness of the PPM. Ntuli (2012) argues that the delays in the provision of the PPN had compromised the instructional time, and had been found to have affected the quality of education (cf.2.7.2.2). Hence, the researcher has established that the PPM is not effective in its implementation, because it has become an inhibiting factor in curriculum delivery.

(D) The PPM does not consider learners with disabilities in learning by providing qualified educators.

Table 4.11 reveals that 85% of the respondents considered that the PPM does not make allowance for learners with disabilities in learning by providing qualified educators. 6, 25% were undecided, and 8, 75% disagreed. The higher percentage indicates the DBE's failure to provide qualified educators for disabled students. Laauwen (2004) argues that this has hindered their academic performance (cf.2.8.6). Moreover, the number of public schools that make specific provision for learners with special needs is inadequate, and these children are often accommodated within the mainstream educational system. This places a burden on teachers, who are expected to teach in already overcrowded classrooms (Sephton, 2017).

(E) The maximum class sizes of certain learning areas are considered by the PPM.

Table 4.11 shows that 86, 25% of the respondents disagreed that the PPM considers maximum class sizes of certain learning areas. 2, 5% were undecided, and 11, 25% agreed. Santiago (2002) in Marchant (2012) argues that class size reductions are beneficial, particularly for learners from disadvantaged backgrounds in teaching and learning (cf.2.8.2). In this regard, it is the researcher's view that the quality of education is being compromised by poor implementation of the model.

(F) The academic performance of the school is not badly affected by the PPM.

Table 4.11 shows that 96, 25% of the respondents disagreed that the school's academic performance is not badly affected by the PPM. 1, 25% were undecided, and 2, 5% agreed. Bloch (2010) describes South African education as being in crisis owing to the inadequate standard scores for literacy, mathematics and science. Motala (2006) states that South African policy was influenced by class size debates which suggested that marginal reductions in class size would enhance learner performance (cf.2.8.5). It is probable that most principals believe that provisions of the PPM have adversely affected the performance of the school. Poor performance is seen as an indicator of ineffective teaching and learning. If it is serious about good results, the DBE will need to improve teaching and learning (Khumalo, 2014).

(G) The PPM leads to overcrowding of learners in certain learning areas.

Table 4.11 reveals that 83, 75% of the respondents agreed that the PPM leads to overcrowding of learners in certain learning areas. 2, 5% were undecided, 13, 75% denied that the PPM leads to overcrowding. The large 83, 75% majority of respondents vindicates the view that the PPM has been a factor in the overcrowding of learners in schools. According to SADTU (I2010) and the DBE (2013), overcrowding has led to a lack of individualized instruction which threatens quality teaching and learning in challenging subjects (cf.2.8.2). Grey (1998) maintains that overcrowding results in ineffective curriculum implementation as disciplinary problems and lack of individualized instruction are symptoms of excessive class size.

(H) The current learner-educator ratios are favourable for quality teaching and learning.

Table 4.11 shows that 77, 5% of respondents disagreed that current learner-educator ratios are favourable for quality teaching and learning, 3, 75% were undecided, and 18, 75% agreed. Vally and Tleane (2001) in Motala (2006) state that target figures of 40:1 in primary schools and 35:1 in secondary schools were justified largely on the basis of international studies suggesting that achievement is relatively constant where class sizes range from 25 to 40, but that it falls when there are more than 40 learners in a class (cf.2.8.7). The majority of respondents believe that current learner-educator ratios are not favourable for quality teaching and learning. These findings are inconsistent

with the provisions of the PPM. Hence, revision of these provisions needs to be considered.

(I) Poor teaching might be the result of current provisions of the PPM.

Table 4.11 shows that 90% of the respondents agreed that poor teaching might be the result of current provisions of the PPM, 2, 5% were undecided, and 7, 5% disagreed. Salmon and Sayed (2016) consider that movement of staff across schools while the academic year is in progress adversely affects curriculum delivery. Likewise, Marchant (2012) asserts that the quality of education has been compromised by the placement of unqualified educators according to the post provisioning norm (cf.2.8.4). The researcher has thus established that the PPM has failed to ensure effective curriculum implementation in schools.

(J) Educators are experiencing a high duty load as a result of the PPM.

Table 4.11 shows that 97, 5% of respondents confirmed that educators are experiencing a high duty load as a result of the PPM. 1, 25% were undecided, and 1, 25% of respondents disagreed. The high duty load has been a factor in the management of effective teaching and learning. Mdlalose (2003) argues that in schools where educators have been declared 'surplus' the remaining educators (survivors of downsizing) are compelled to handle pre-layoff and additional work, teaching subjects which they do not have the interest, skills, knowledge or ability to teach (cf.2.8.1). Hence from the extremely high percentage of principals who agreed that educators are experiencing a high duty load, it is evident that the PPM is responsible for their plight.

(K) There is a need to revise the current ratios of the PPM in order to provide quality teaching and learning in the schools.

Table 4.11 shows that 98, 75% of the respondents agreed to the need to revise the current ratios of the PPM in order to provide quality teaching and learning, whilst 1, 25% of respondents were undecided. Marchant (2012), citing the President of the National Professional Teachers Organisation of South Africa (NAPTOSA), argues that a class size of 30 or 40 learners was ideal for teachers to provide quality education (cf.2.4.1). Mdlalose (2003) postulates that a low learner-educator ratio is one of the factors that positively affect the quality of education provided in schools.

4.2.1.4 Strategies which could lead to effective implementation of the PPM

Table 4.12: Ranking of Strategies which could lead to effective implementation of the PPM

ITEMS	FREQUENCIES	RANK
Needs of individual school must be considered	70	1
Extensive consultation with principals	68	2
Powers to appoint post level one educators be decentralised	65	3
PPM be implemented after 10-day statistics have been submitted	64	4
Revise month in which PPN certificates are issued	58	5
Match educator qualifications with vacant posts	56	6
Consider geographical area of the school	52	7
Ratios be lowered	50	8
Science and technical subjects be given special ratio	40	9
Ratios be calculated differently in primary and secondary schools	34	10
There must be transparency in PPN	18	11
DBE must engage educator trade unions in the process	16	12
It must consider late admission of learners	12	13
Make use of multiterm PPN for stability in schools	10	14
Disability must be catered for	07	15
DBE must conduct further research about the model	03	16

Table 4.12 reflects a list of strategies which could enhance effective implementation of the PPM. There are 16 strategies proposed by principals. However, not all respondents responded to questions of this nature. It was likely that respondents would give the same strategies, or give less than five of what was needed.

Table 4.12 shows that the needs of individual schools must be considered. This strategy had the highest frequency of 70, which shows that the PPM should move from ‘educator focus to school focus’ in order to serve the needs of individual schools. Table 4.12 reveals that extensive consultation with principals was ranked number 2. It is probable that the DBE officials are not communicating well with principals, especially in decisions on the PPM, or have no platform to address PPM implications at school

level. Decentralizing powers to appoint post level one educators was ranked number 3. The ranking of this strategy may be because principals are experiencing delays in the appointment of post level one educators, which inhibit the smooth running of curriculum implementation.

Table 4.12 shows at number 4 that the PPM should be implemented after ten-day statistics have been submitted. This ranking may be the result of the fact that PPN certificates are issued very late, and are inconsistent with the PPM provisions. On the other hand, it may be that current needs of the schools are not served if there is an increase in the enrolment of learners. For instance, it means that more educators are required immediately, but the DBE will use these figures for the next academic year, which in fact does not serve the current need. Table 4.12 ranked the need to revise the month in which PPN certificates are issued as number 5. This strategy could be because the principals' management roles, such as strategic planning, are affected owing to delays in the issuing of PPN certificates.

Important strategies which could lead to effective implementation of the PPM, and to a large extent to effective curriculum implementation, were analysed as follows: 62, 5% of strategies related to the DBE's administration, 25% related to curriculum issues, and 12, 5% were based on communication issues pertaining to the implementation of the PPM at school level. In this analysis it is clear that most of the challenges lie on the shoulders of the DBE. If the DBE can resolve them, there could be proper and effective implementation of the PPM in schools.

4.3 CHAPTER SUMMARY

This chapter has discussed the findings obtained through the quantitative research approach. It has presented, interpreted and analysed the empirical data from the respondents (the principals). Tables were used to present data. The data have been vigorously discussed and backed by the literature from previous studies. The researcher has also contributed with his own experience to the account of practices of the PPM in curriculum implementation. Lastly, the fulfilment of research objectives has been considered. The next chapter will present a summary and conclusion, and will discuss the recommendations based on the findings in Chapter Four.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

The previous chapter has presented, interpreted and analysed the empirical data obtained from the respondents through the quantitative research approach. The previous chapter has provided the grounds for the researcher to make conclusions and recommendations based on the findings in the chapter. This chapter provides a summary, conclusions, recommendations arising from the study limitations of the study, and recommendations for further enquiry about the influence of the PPM in curriculum implementation at secondary schools in the King Cetshwayo District.

5.2 RESTATING THE RESEARCH OBJECTIVES AND QUESTIONS

The following were the research objectives of this study:

- ❖ To establish how principals manage the PPM at secondary schools.
- ❖ To find out the influence of the PPM in curriculum implementation at secondary schools.

The research questions of the study were as follows:

- ❖ What management roles can be played by principals in the PPM at secondary schools?
- ❖ How does the PPM influence curriculum implementation at secondary schools?

In carrying out the investigation the researcher considered the objectives and research questions throughout the study. To answer both research questions and objectives there was a need for the researcher to give the narrative and background of the PPM so that objectives could be easily achieved. The researcher applied basic steps for solving problems, which entailed identifying and defining a problem, looking at possible solutions, collecting and analysing data, and taking necessary decisions.

In order to arrive at a conclusion, the researcher in this study has considered the research objectives and applied problem-solving techniques. This is demonstrated in the orientation of the study which was crafted in Chapter One; in Chapter Two the literature was reviewed in order to provide a conceptual and theoretical framework for the study; Chapter Three presented the research methodology and design grounded in the quantitative approach; Chapter Four included data presentation and interpretation of results; Chapter Five presents the conclusion and recommendations. This structure has successfully guided the researcher to come to conclusions.

After defining the problem and looking at possible solutions, the researcher employed the quantitative research approach based on the positivist paradigm for considering its strengths. In order to find answers, the questionnaires were distributed to school principals. The questionnaires were designed to solicit responses from principals about the influence of the PPM in curriculum implementation at secondary schools. The data were analysed quantitatively in order to arrive at conclusions.

5.3 SUMMARY OF THE STUDY

Chapter One includes the introduction to the study (1.1); background (1.2); problem statement (1.3); the research questions and objectives of the study (1.4); the theoretical framework (1.5); delimitation of the study (1.6); limitations of the study (1.7); definition of terms (1.8); the intended contribution to the body of knowledge (1.9); the research methodology (1.10); the research paradigm (1.10.1); the research approach (1.10.2); the research design (1.10.3); a description of the population and sampling (1.10.4); the research instrument (1.10.5); the pilot study (1.10.6); the administration of the instrument (1.10.7); data analysis (1.10.8); validity of instrument (1.10.9); reliability of instrument (1.10.10); ethical considerations and safety issues (1.11); the structure of the thesis (1.11) and chapter summary (1.13). Chapter one laid the groundwork for carrying out the entire study, enabling the researcher to carry out the investigation following the objectives of the study.

Chapter Two comprises an introduction (2.1); the essence of the PPM (2.2); theories underpinning the PPM (2.3); South African and international trends in constructing a

PPM (2.4); the legislative framework for the PPM (2.5); the role of the SGB in dealing with problems of the PPM (2.6); the management roles of the school principals in PPM relating to curriculum implementation (2.7); the influence of the PPM on curriculum implementation (2.8); strategies to enhance the effectiveness of the PPM (2.9.); and a chapter summary (2.10).

Chapter Three outlines the research design and methodology employed by the researcher in order to get data from the research participants. This chapter also discusses the research design (3.2); the population to be studied and the sampling (3.3); the research instrument (3.4); the method of data analysis (3.5); ethical issues (3.6); and the chapter summary (3.7).

Chapter Four provides the presentation, interpretation and analysis of empirical data obtained from the research participants (4.2). The aim of this chapter was to present, interpret and analyse the data. A qualified A-test user checked all scores from the questionnaires. All items in the questionnaire were assigned a specific column. The scores for each item in the questionnaire were tabulated. The statistical tables were drawn up and were presented together with short reports based on interpretation and analyses of the results.

Chapter Five gives a summary of entire study and provides a summary of the findings from empirical investigation (cf 5.4) and recommendations (cf. 5.5), that could help to solve the identified research problem.

5.4 CONCLUSIONS OF THE STUDY

Despite significant shifts made by DBE from 1998 to improve education environment, the findings of the study reveal that the PPM has largely influenced curriculum implementation both directly and indirectly at secondary schools in the King Cetshwayo District. From the findings of the study, it is clear that the PPM presented a lot of implications which have affected the management of the schools and, to a large extent, the curriculum implementation. There is strong evidence that the implementation of the PPM is still carried out by principals who are not clear as to what procedures should be followed. In this study, it is clear that there is a need to manage

PPM in order to effectively implement curriculum in schools. The following items were derived from the questionnaire in line with the research objectives.

5.4.1 The management roles of principals in the PPM

5.4.1.1 There are unclear directives as to how the PPM should be implemented in schools

This research reveals that the DBE sets unclear directives as to how the PPM should be implemented in schools. However, the researcher argues that having clear directives about the PPM does not ensure effective implementation since there is a gap between PPM policies and practices. Most of the policies, including the PPM, might be well designed and have clear directives, but the question of whether practices are in line with what policies are articulating is something else. The principals have the role of ensuring that directives which are communicated are feasible in practice. SADTU (2015) had received hundreds of complaints from schools on a daily basis since the issuing of the PPN certificates and HRM 46 of 2015 by the Department. These directives were issued twice by the DBE showing contradictory PPN certificates. The directives were confusing and unclear.

5.4.1.2 There is no transparency in the implementation of the PPM through formulas

The study reveals that principals see no transparency in the implementation of the PPM through formulas. How the formula is to be applied is known by DBE officials, but not to the implementers of the PPM in schools. The principals could not verify the number of educator posts to be allocated by the DBE through application of the formula set for this purpose (Ntuli, 2012). Nmutandani (2003) points out that principals and educators were excluded from the development of the PPM, which would have made principals and educators understand the redeployment and its processes.

5.4.1.3 There is a need for principals to influence the processes of the PPM

The study reveals that there is a need for principals to influence the processes of the PPM. The bureaucratic model they were presented with denied most of the principals a

chance to question it, and propose strategies which could lead to effective implementation of the PPM. Thus principals may need to communicate all complaints to DBE officials for the benefit of their schools. The fact that the principals were given a role to play in identifying excess educators implies that they should be able to influence PPM processes. The redeployment process would require thorough training so that disputes with educators could be avoided (Nemutandani, 2003). Since redeployment affects educators' lives it is important for principals to implement the PPM in a manner that is transparent to educators.

5.4.1.4 SGB-paid educators have an effect on learner-educator ratios

This study has revealed that SGB-paid educators have a positive effect in reducing the learner-educator ratios. Considering the influence of an SGB, it is imperative that schools be able to employ SGB-paid educators since they reduce the learner-educator ratio. The reduced ratio has led to effective curriculum implementation. Salmon and Sayed (2016) argue that employing SGB-paid educators is enabling schools to bypass delays in the appointment of temporary educators.

5.4.1.5 Redeployment of educators during teaching and learning is disruptive

This study revealed that teaching and learning is disturbed by the redeployment of educators. Curriculum implementation is at the centre of each school, so it should not be disturbed for no good reason. The failure to issue PPN certificates timeously has had a bad impact in this regard. The redeployment process also affects staff morale (Nemutandani, 2003).

5.4.1.6 There is a failure to consider learners admitted late

This study found that learners who are admitted after enrolment figures have been submitted are not considered by the PPM. This has led to some schools being understaffed. Overcrowding in classrooms has been the order of the day, yet the admission policy (SASA 2011) states that all schools are obliged to accept learners for admission. This is problematic for the school budget as late-admitted learners are not counted in the norms and standards given to the school.

5.4.1.7 The PPM is not in line with strategic planning in schools

This study reveals that current implementation of the PPM is not in line with strategic planning in schools, since there have been inconsistencies in the implementation of the PPM in terms of giving PPN certificates to schools. School principals find it difficult, for instance, to prepare timetables for the new academic year because educators may arrive or not, and if not schools end up having to change timetables in order to accommodate a duty load of vacant posts declared in terms of PPN certificates.

5.4.1.8 There is no platform to address grievances about the PPM

The study reveals that principals have no platform to address grievances about the PPM's implications. The use of a bureaucratic model in addressing PPM problems is a threat to managing effective curriculum implementation, and may lead to a high failure rate. Principals who are experiencing structural problems are perceived to be failing to manage schools. Disputes over redeployment have increased owing to a lack of support for principals (Nemutandani, 2003). It will be prudent for principals to be afforded the opportunity to voice their opinions on the implementation of the PPM.

5.4.1.9 The PPM does not ensure job satisfaction for educators

This research reveals that the PPM does not ensure job satisfaction for educators. The movement of educators from one school to another has never been popular with educators (Mdlalose, 2003). Those teaching in small schools have never enjoyed the work, since most of them are overloaded. This is because the PPM never considers the nature and characteristics of the individual school. Nemutandani (2003) points out that the purpose of redeployment has never been clearly explained to educators, and that in itself has increased stress because educators were not trained to cope with the new environment. The PPM deals with learner numbers, which do not favour disadvantaged schools and their educators. This might cause educators to migrate to urban schools.

5.4.1.10 There is a failure to fill vacant posts timeously

The failure to fill vacant posts timeously has a bad effect on curriculum implementation. Learners are left without educators to cater for their needs (Salmon & Sayed, 2016). The DBE's failure to fill vacant posts in time has been a challenge in schools that could not employ SGB-paid educators, since the absence of an educator has a direct impact on learner achievement (Khumalo, 2014).

5.4.1.11 There is a lack of training for principals on implementing the PPM

The study finds that the principals see the need for training in the implementation of the PPM. This indicates a lack of knowledge in implementing the PPM on the part of school managers, and that most of the principals were never trained in how the PPM should be implemented. It is clear that the DBE is failing to equip principals with the necessary skills (Nemutandani, 2003).

5.4.2 The influence of the ppm on curriculum implementation

5.4.2.1 The PPM fails to consider promotion certain learning areas

The research findings reveal that the PPM has failed to consider promoting certain learning areas in schools. This suggests that the needs of learners are not taken seriously in the PPM, and that poor schools remain poor, whereas former Model C schools promote certain learning areas by employing SGB-paid educators to teach them (Rakabe, 2016). Poor schools cannot offer all streams of curriculum. The PPM itself is not redressing sufficiently if it requires the introduction of new learning areas to depend on enrolment figures. Instead, it is oppressing schools in poor communities with small populations.

5.4.2.2 There are unqualified educators in some schools

The study found that educators are not teaching in accordance with their qualifications. This practice is compromising effective curriculum implementation, and to a large extent the quality of results. Meeting the National Development Plan targets will require far-reaching reforms and interventions, including increased teacher training and

reskilling in areas with the greatest needs (Rakabe, 2016). The failure to match educator qualifications with their teaching further devalues the South African education system. The FW de Klerk Foundation (2012) in Iwu *et al.*, (2014) states that South Africa's education system was ranked 133 out of 142 countries in the world by the World Economic Forum in 2012. This ranking might be the result of current practices of the PPM. Since certain learning areas lack qualified educators, the researcher poses the question: who should account for the quality of education in schools? This question arises because school principals are blamed for failing to produce quality results, although they are given unqualified educators.

5.4.2.3 The PPM is an inhibiting factor in curriculum implementation

Principals regard the PPM as an inhibiting factor in curriculum implementation. Curriculum implementation does not only specify who, where and when to teach, but also what to teach with what resources. The introduction of new subject streams has been a challenge in trying to redress the past imbalances caused by the apartheid education system (Motala, 2006). Technical subjects are introduced less in rural schools which experience low enrolment. Introducing all subjects in both rural and urban schools could minimize learner migration to urban schools (Simelane, 2014). The PPM should ensure that all curriculum streams are catered for, including special teaching for disabled learners. The researcher argues that limiting curriculum streams is contrary to the economic needs of the country.

5.4.2.4 The PPM does not consider learners with learning disabilities

The study reveals that the PPM does not consider learners with disabilities to ensure quality teaching and learning for all students. The involvement of disabled learners in mainstream teaching poses a challenge to educators who are not trained for such a purpose. Laauwen (2004), citing White Paper 6, states that conditions of service and the PPM for educators needs to be reviewed to accommodate learners with special needs. In this study, the researcher argues that learners with special needs can only be taught by specialists, otherwise it remains an ambitious plan to achieve quality education for all.

5.4.2.5 There is no consideration of maximum class sizes in certain learning areas

Motala (2006) states that South African policy environment was influenced by class size debates which suggested that marginal reductions in class size would affect learner performance in a positive way. This study contends that the PPM has failed to give special attention to learning areas which require fewer than 35 students per class. When a school cannot reach 35 students per class, certain subjects are eliminated, which tends to deny learners the opportunity to study learning areas of their choice. The researcher notes that the PPM is a policy with peculiar implications.

5.4.2.6 The PPM inhibits the academic performance of the school

Academic performance is the end result most wanted by the DBE officials. In this study, failing to produce results is ascribed to the influence of PPM implementation. Since there are severe disadvantages to implementing the PPM in the middle of the year, such as disrupting the smooth running of the school, educators' morale and the success rate of the school could be badly affected (Nemutandani, 2003). This study claims that most schools underperform because of the failure of the PPM policy to favour the needs of the schools.

5.4.2.7 There are no favourable learner-educator ratios in the PPM

This research reveals that current learner-educator ratios are not favourable for quality teaching and learning. The current ratios of 1:35 (FET phase) and 1:40 (GET phase) is a cost-cutting measure at the expense of effective curriculum implementation. The poor outcomes of the South African education system in the global spectrum might be caused by the PPM. Motala (2006) confirms that a decrease in learner-educator ratios improves the quality of teaching and learning.

5.4.2.8 There is overloading of duties onto educators

There is overloading of duties on the teaching personnel which needs to be reduced. The quality of curriculum implementation largely depends on how educators effectively execute their teaching. Iwu, Ezeuduji, Iwu, Ikebuaku, and Tengeh (2018) confirm that

workload was found to be a principal factor affecting workers' motivation. Having too much is a barrier to effective teaching and learning, and increases educators' job dissatisfaction, which threatens their creativity in working to broaden the interest of learners in different areas such as extracurricular activities.

5.5 RECOMMENDATIONS OF THE STUDY

5.5.1 There is a need for principals to influence the processes of the PPM

Since principals were not part among the people who proposed the PPM, there is a need for them to be afforded the opportunity to air their views, since they are implementers of the PPM. This could lead to the development of an effective educator distribution model, which might auger well for principals' management roles and schools' curriculum needs.

5.5.2 There is a need for SGB-paid educators

The national DBE and the KZN DBE must develop a funding programme for schools in the rural areas as a way of assisting poor schools to employ SGB-paid educators. This could radically reduce the inequality of Section 20 and 21 schools. This could also enable poor schools to offer a variety of subjects and curriculum streams, and to a large extent avoid student migration from rural schools to urban schools. This calls for amendments to SASA.

5.5.3 There is a need for management development programmes

It is recommended that the DBE should train principals thoroughly before they implement controversial policies (Nemutandani, 2003). All procedures regarding PPM should be put together to form one policy. The PPM policy must be revised where it is needed. However, the information contained in circulars must be continually combined in one main policy. This could prevent principals having lots of circulars and policies which might confuse them in implementing the PPM.

5.5.4 There should be no redeployment during teaching and learning

The researcher recommends that any movement of staff resulting from the implementation of the PPM should take place on the first school day. It is recommended that redeployment must be done in a manner that does not affect teaching and learning. Once educators are declared additional, DBE officials must at least ask principals to accept a number of learner-applicants for the next academic year, and then work out whether there will be a possible increase in the number of students. This will help to ensure that educators are not redeployed to other schools when there will be vacant posts in their own schools owing to an increase in learners' enrolment.

5.5.5 The PPM should be in line with the strategic plans of the schools

The researcher suggests that fast-tracking the calculation of enrolment figures could speedily result in the timeous release of PPN certificates. This could ensure that principals' roles in strategic planning are not undermined, and that timetabling for the next academic year is easily carried out. Moreover, it will give staff the necessary certainty which allows for effective planning of school management.

5.5.6 There is a need to ensure educator job satisfaction

There is a need to give counselling to educators who have been declared in excess (DBE, 2013). This means that authorities need to maximize commitment by training educators before placement to ensure that the needs of individual educators are met (Vandeveldt, 1998). This would ensure educator job satisfaction. The researcher suggests that offering more incentives for educators who teach in small schools where there is a teaching overload could attract teachers to stay in schools. The educators who are declared additional should be incentivized to move to other schools where there is a teacher shortage.

5.5.7 There should be timeous filling of vacant posts

It is recommended that each school must be given power to employ a candidate that is suitable for the vacant post. Decentralising power could help principals to manage PPN

effectively. The failure by the DBE to fill vacant posts in time has damaged curriculum implementation. SMT posts should be advertised at the district level, and later on all candidates recommended for appointment should be submitted to the HoDs for permanent appointment.

5.5.8 There is a need for a multiterm PPN strategy

The researcher concurs with the principals' view that a multiterm PPN strategy should be a solution in stabilizing the DBE budget, and to a large extent for schools. This could allow principals to maintain stability through effective planning and organizing of their school's teaching and learning activities. If this practice is observed it could lead to a smooth transition to the school year, and ensure only minor disruptions in the functioning of schools.

5.5.9 All subject streams must be promoted

The researcher recommends that the DBE should promote all subject streams of the curriculum. This must never be a choice. All schools must be given infrastructure which will enable them to introduce technical and science subjects. This could prevent learner migration from rural to urban schools, and to a large extent eradicate inequality in schools. However, this would require a review of the PPM's provisions on learner-weighting.

5.5.10 There is a need to revise learner-educator ratios

The researcher recommends that if the DBE is serious about effective curriculum implementation, particularly in poor schools, it must reduce the 1:35 ratio. This would serve the needs of the learners, and to a large extent reduce the inequality which leads to learner migration. A reduction in class size might also improve the teaching results and attract learners to stay in schools which are situated in impoverished communities.

5.5.11 There is a need to deal with special education needs

If the PPM can provide qualified educators to learners with special needs, the quality of teaching and learning and academic performance might improve. The researcher recommends that if the DBE cannot afford to employ such educators, at least current or available educators must be trained to serve disabled learners.

5.5.12 There is a need for qualification-matching and specialization

The researcher recommends that a qualification audit must be done in order to ensure that educators teach as per their subject specialization. The underperforming schools which happen to be poor schools must be given more funding, and at least two additional educators added to the post establishment. This might improve their academic performance.

5.5.13 There is a need to reduce the educator duty load

Since the study revealed that teachers are carrying a massive duty load, the researcher recommends that assessing the needs of each school and trying to allocate educators according to needs will reduce the duty load.

5.6 CONCLUSION

This chapter has provided the summary, conclusions and recommendations of the entire study. This summary provides an overview of all sections of the study. The conclusions were drawn from the research findings, which were backed by the review of literature and current PPM practices at various public schools situated in the King Cetshwayo District of KwaZulu-Natal province in South Africa. The conclusions made by the researcher in this study prove that there is a great need for management development initiatives for principals, and a review of the current provisions of the PPM concerning effective curriculum implementation at secondary schools in the King Cetshwayo District. The recommendations of the study focused on its objectives, and on the research questions pertaining to the influence of the PPM in curriculum implementation at secondary schools.

5.7 RECOMMENDATIONS FOR FURTHER STUDIES

Since the study focused on school principals as managers and implementers of the PPM, it is recommended that studies of this nature be conducted with PL1 educators in order to understand their perceptions about the influence of the PPM in curriculum implementation. What tends to be good in meeting challenges for effective curriculum implementation could be revealed by PL1 educators, since they are involved in teaching and learning.

Studies of this nature must be conducted at primary schools where the foundation of schooling takes place. The primary schools' experience of the PPM might be different from that of secondary schools. The characteristics of primary and secondary schools are different, and their practices of curriculum implementation are different. The researcher therefore believes that this area is more fertile for studies of this nature.

This study did not investigate the influence of post-provisioning norms in the management of educator job satisfaction in the school environment. The post-provisioning norm seems to have caused educator job dissatisfaction in many educational sectors. Duty load and redeployment have been detrimental processes which might have led to job dissatisfaction.

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APPENDIX A

UNIVERSITY OF ZULULAND ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/403			
Project Title	Influence of Post-Provisioning Model in Curriculum Implementation at Secondary Schools in the King Cetshwayo District			
Principal Researcher/ Investigator	Makhoba FF			
Supervisor and Co-supervisor	Dr AB Buthelezi	Dr BT Gamede		
Department	Educational Foundation and Management			
Faculty	Education			
Type of Risk	Medium risk – Data collection from people			
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/> x	Doctoral
				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 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
 - (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
20 September 2017

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-030

05-10-2017

RESEARCH & INNOVATION OFFICE

APPENDIX B

**APPLICATION FORM FOR PERMISSION TO CONDUCT A
STUDY**



Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details

Title: Mr Surname: Makhoba
Name(s) Of Applicant(s): Freddie Fukuza Email: fffmakhoba@gmail.com
Tel No: 035 7951225 Fax: 0866214400 Cell: 0739696323
Postal Address: P. O BOX 23945, KwaDlangezwa, 3886

2. **Proposed Research Title:** INFLUENCE OF POST-PROVISIONING MODEL IN CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT.

3. **Have you applied for permission to conduct this research or any other research within the KZN DoE institutions?**

Yes	No
	X

If "yes", please state reference Number: N/A

4. **Is the proposed research part of a tertiary qualification?**

Yes	No
X	

If "yes"

Name of tertiary institution: University of Zululand

Faculty and or School: Faculty of Education

Qualification: Master of Education

Name of Supervisor: Dr A.B. Buthelezi

Supervisors Signature _____

If "no", state purpose of research: N/A

5. Briefly state the Research Background

The study is aimed at investigating the management roles that can be played by principals, and to

determine the influence of Post-Provisioning Model (PPM) in curriculum implementation at secondary schools. The researcher believes that this study is very important because it will generate new knowledge which will develop the leadership philosophy of future leaders in the field of educational management.

6. What is the main research question(s) :

The study will ask the following questions:

- ❖ What management roles can be played by principals in PPM at secondary schools?
- ❖ How does PPM influence curriculum implementation at secondary schools?

7. Methodology including sampling procedures and the people to be included in the sample:

The study will use quantitative research approach. The target population for the quantitative study will comprise principals only. The principles of probability sampling (systematic sampling method) will be applied, where every second school in the list of public secondary schools will be selected from the sampling population.

8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:

This research will serve as a tool to create awareness to DBE and other pertinent organs of education about the influence of PPM on curriculum implementation. The following stakeholders can benefit from this study:

- The Senior Management Team (SMT) in the DBE. The study could also contribute towards the development of an effective and efficient educator distribution policy in schools.
- Principals will get a chance to express their views about challenges facing curriculum implementation in schools. It will further contribute new knowledge for future educational managers.

9. KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long please attach at the end of the form

Amajuba		Umlazi		Ugu	
Othukela		Pinetown		Umgungudlovu	
Zululand		Ilembe		Umlalazi	
Umkhanyakude		King Cetshwayo	X	Umzinyathi	

10. Research data collection instruments: *(Note: a list and only a brief description is required here - the actual instruments must be attached):* The study will use questionnaires. See it attached.

11. Procedure for obtaining consent of participants and where appropriate parents or guardians:

The consent forms for participating in the study will be provided to all participants.

12. Procedure to maintain confidentiality (if applicable):

Information furnished by participants will be treated with great confidentiality, bearing in mind the research ethics of the University of Zululand.

13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable): N/A

14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): The questionnaire can be complete in various stages, however the participants should take into cognizance the deadline of submitting the questionnaire.

15. Research Timelines: 30 October 2017 to 30 June 2018

16. Declaration

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I (Makhoba Freddie Fukuza) declare that the above information is true and correct

Signature of Applicant

Date

8. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

Signature of Applicant

Date

Return a completed form to:
Connie Kehologile – Tel: 033 392 1004
Office of the HOD; KwaZulu Natal Department of Education

Hand Delivered:
Office 318; 247 Burger Street; Anton Lembede House; Pietermaritzburg; 3201

Or

Ordinary Mail
Private Bag X9137; Pietermaritzburg; 3200

Or

Email
kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za

Or

Fax
033 392 1203

APPENDIX C

PERMISSION OF THE HEAD OF DEPARTMENT IN THE KWAZULU-NATAL DEPARTMENT OF BASIC EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile.Duma

Tel: 033 392 1041

Ref.:2/4/8/1347

Mr FF Makhoba
PO Box 23945
KwaDlangezwa
3886

Dear Mr Makhoba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "INFLUENCE OF POST-PROVISIONING MODEL IN CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETSUWAYO DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 22 September 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile 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.

King Cetshwayo District

Dr. EV Nzama
Head of Department: Education
Date: 26 September 2017

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX D

LETTER TO PRINCIPALS IN SECONDARY SCHOOLS

P O Box 948
Richards Bay
3900
KwaZulu-Natal, South Africa
17 January 2018

Dear Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master of Education student in the Department of Educational Foundations and Management (Faculty of Education), at the University of Zululand. My supervisor is Dr A.B. Buthelezi.

The proposed topic of my research is: **INFLUENCE OF POST-PROVISIONING MODEL IN CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT**. The objectives of the study are:

- (a) To establish how principals manage PPM at secondary schools.
- (b) To find out the influence of PPM in curriculum implementation at secondary schools.

I hereby seek your consent to conduct a study. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of consent forms and ethical clearance certificate issued by the University.
- (b) A copy of the permission of KwaZulu-Natal Department of Basic Education, and research questionnaire which the participant is expected to complete.

Kindly complete the questionnaire attached here and return it to me in the self-addressed envelope on or before 25 March 2018. Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows: F.F. Makhoba, 0739696323, (Email address: fffmakhoba@gmail.com) or Dr A.B Buthelezi, 078 247 3829, (Email address: ButheleziA@unizulu.ac.za). Your contribution to the success of this research is highly important.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

Mr Makhoba Freddie Fukuza

APPENDIX E

PARTICIPANTS CONSENT FORMS

INFORMED CONSENT DECLARATION

(Participant)

Project Title: INFLUENCE OF POST-PROVISIONING MODEL IN CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT

Freddie Fukuza Makhoba from the Department of Educational Foundations and Management (Faculty of Education), University of Zululand has requested my permission to participate in the above-mentioned research project.

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 the research project is to investigate the influence of Post-Provisioning Model (PPM) in curriculum implementation at secondary schools in the King Cetshwayo District.
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 generating new knowledge in the field of educational management.
4. I will participate in the project by completing the questionnaire as honest as possible.
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: No risk
 - b. the following steps have been taken to prevent the risks: Not applicable
 - c. there is a zero % chance of the risk materializing.

8. The researcher intends publishing the research results in the form of scientific journal publication. 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.

9. I will not receive feedback/will receive feedback in the form of report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by Mr F.F. Makhoba, 073 969 6323, (Email address: fffmakhoba@gmail.com) and Dr A.B. Buthelezi, 078 247 3829, (Email address: ButheleziA@unizulu.ac.za).

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, 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 F
QUESTIONNAIRE

QUESTIONNAIRE TO PRINCIPAL

THIS IS A STUDY OF INFLUENCE OF POST-PROVISIONING MODEL IN CURRICULUM IMPLEMENTATION AT SECONDARY SCHOOLS IN THE KING CETSHWAYO DISTRICT.

Kindly provide information about the influence of PPM in curriculum implementation at your institution. Indicate your answer to items by means of a cross (X) in the appropriate box. Some items require you to give your own answers / comments / recommendations.

SECTION A

1. BIOGRAPHIC / DEMOGRAPHIC AND GENERAL INFORMATION

1.1 Gender

Male	Female

1.2 Age in years

Under 30	30-39	40-49	50-59	60 upwards

1.3 Highest qualification.

Educational management programme		MA, MBA, MPA, M.Sc. etc.	
Degree, e.g. BA, B.Sc., etc.		D. Ed.	
Professional degree. B. Paed/ B. Ed.		PhD	
B. Ed. Honours		Other (specify)	
Honours, e.g. BA (Hons)			
M. Ed.			

1.4 Teaching experience in years.

0-5	6-10	11-15	16-20	Over 20

1.5 Experience in years as school principal.

0-5	6-10	11-15	16-20	Over 20

1.6 The status of your school in accordance with SASA 84 of 1996.

Section 20 public school	Section 21 public school

1.7 Your geographical area.

Urban area	Semi-urban area	Rural area

1.8 Are you involved in any form of teaching in your school?

YES	NO

1.9 State the quantile number your school.

One	Two	Three	Four	Five

SECTION B

2. THE MANAGEMENT ROLES OF PRINCIPALS IN POST-PROVISIONING MODEL

2.1 The Department of Basic Education (DBE) sets clear directives as to how the PPM is to be implemented in your school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.2 The principal sees transparency in the implementation of PPM through formulas.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.3 There is a need for principal to influence the processes of PPM in schools.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.4 The School Governing Body paid educators have an effect on reducing the learner-educator ratios.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.5 The documents on implementation of PPM are not ambiguous.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.6 The redeployment of educators does not disturb teaching and learning in the school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.7 The PPM considers the late admission of learners in the school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.8 The PPM is in line with the strategic planning of the school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.9 The principal has got a platform to address grievances about PPM implications.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.10 The PPM does not ensure job satisfaction of educators.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.11 Post vacancies are not filled timeously by the DBE.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.12 The principal regards multi-term PPN as a solution.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.13 There is a need to revise the month in which PPN certificates are issued in terms of PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.14 The principal sees the need for training in the implementation of PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

2.15 The PPM favours the management roles of the school principal.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

SECTION C

3. THE INFLUENCE OF PPM ON CURRICULUM IMPLEMENTATION

3.1 The PPM considers the need to promote certain learning areas in my school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.2 All educators teach subjects as per their qualifications.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.3 As the principal would you regard PPM as not an inhibiting factor in curriculum implementation.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.4 The PPM does not consider learners with disabilities in learning through provision of qualified educators.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.5 The maximum class sizes of certain learning areas are considered by PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.6 The academic performance of the school is not affected poorly by PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.7 The PPM leads to overcrowding of learners in certain learning areas.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.8 The current learner-educator ratios are favourable for quality teaching and learning in the school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.9 The poor quality of teaching might be as a result of current provisions of PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.10 The educators are experiencing high duty load as a result of PPM.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

3.11 There is a need to revise current ratios of PPM in order to provide quality teaching and learning in the school.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree

SECTION D

5. GENERAL

5.1 Provide any five (5) possible strategies which can lead to effective implementation of Post-Provisioning Norm in schools.

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5.2 Any (5) recommendations on Post-Provisioning Norm in the school.

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Thank you for taking your time to complete the questionnaire.