THE INFLUENCE OF POST PROVISIONING NORMS ON QUALITY CURRICULUM

DELIVERY AND MANAGEMENT IN SECONDARY SCHOOLS

by

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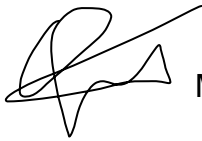CURRICULUM STUDIES

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DECLARATION

I declare that THE INFLUENCE OF POST PROVISIONING NORMS ON QUALITY CURRICULUM DELIVERY AND MANAGEMENT IN SECONDARY SCHOOLS is my work and that all sources that have been employed have been acknowledged by means of complete references.

MAGWAZA CHRISTOPHER SAKHAYEDWA

DATE: 11 August 2022

DEDICATION

This work is dedicated to my late brother, MANDLENDODA, for he provided me with financial and emotional support from a young age, my mother SBONGILE, my late father PETER, my grandmother from my mother's side, THOKOZILE ZUNGU, for she predicted that I would be a teacher, my wife NONDUMISO, my children, KWANDA, MNOTHO, BAYABONGA AND THUBELIHLE, my sisters, NONHLANHLA, NTOMBIFUTHI and SANELISIWE, and my brothers, MBONGENI and NKOSIKHONA.

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- ❖ Furthermore, glory to God for leading me to this accomplishment.

ABSTRACT

The implementation of post provisioning norms (PPN) by the Department of Basic Education (DBE) in secondary schools has had a huge impact on the Maphumulo circuit management centre. Many secondary schools had to declare teachers as superfluous as per the mandate from the DBE if the enrolment had decreased. Secondary schools have been left without teachers for certain subjects, the duty load of teachers have had to be changed and sometimes the school curriculum has had to change too. It is not easy for both teachers and principals to deliver and manage curriculum if the workforce is not sufficient at a school because the environment is then not favourable for teaching and learning. The DBE is the provider of the financial resources in ordinary public schools that are ranked from quintiles one to five. Schools that experience lower learner enrolment may fail to maintain the buildings, teaching and learning as well as grounds.

The purpose of this study was to explore the influence of PPN on quality assurance (QA) in curriculum delivery and management in Maphumulo secondary schools. The research question of this study was: What are the perceptions of secondary school teachers, a principal and a Chief Education Specialist of the Maphumulo circuit management centre about the influence of PPN on quality curriculum delivery and management in secondary schools? The objectives were to determine the effect of PPN on quality curriculum delivery and management (QCDM), and determine how PPN affect assessment, and how to improve PPN implementation in secondary schools. The qualitative approach in the form of semi-structured focus group interview and semi-structured individual interviews was used in this study.

The participants were ten teachers who came from different schools, one principal and one Chief Education Specialist from the circuit management centre. The findings suggested that PPN posed a challenge to QCDM. The study further indicated that the current PPN has a negative influence on QCDM because the schools which lose teachers cannot function smoothly.

Ultimately, it is hoped that this body of work will assist in promoting further discussion and debate about the influence of PPN on quality curriculum delivery and management in secondary schools.

TERMS: Curriculum, curriculum delivery, curriculum management, post provisioning norms, quality assurance, quality education, constructivism, school management team, qualitative research, phenomenology, focus group, individual interview

KEY CONCEPTS

Post provisioning norms

Post provisioning model

Quality assurance

Quality education

Assessment

Quality learning and teaching campaign

Public policy

Learner migration

Curriculum delivery

Curriculum management

Constructivist

Curriculum and Assessment Policy Statement

National Curriculum Statement

Programme of assessment

Annual Teaching Plan

Learner-teacher ratio

Learner migration

Post establishment

ABREVIATIONS

CAPS: Curriculum Assessment and Policy Statement

DBE: Department of Basic Education

DH: Departmental Head

FGI: Focus Group Interview

LTSM: Learner Teacher Support Material

NCS: National Curriculum Statement

NNSSF: National Norms and Standards for School Funding

PED: Provincial Department of Education

PPN: Post Provisioning Norms

QA: Quality Assurance

QCDM: Quality Curriculum Delivery and Management

QE: Quality Education

RNCS: Revised National Curriculum Statement

SMT: School Management Team

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CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

This study explores the influence of post provisioning norms (PPN) on quality curriculum delivery and management in secondary schools in Maphumulo Municipality in KwaZulu-Natal in South Africa. PPN is defined as an instrument used to allocate the number of teachers to all schools considering the financial capabilities of the provincial departments of education after the national allocation has been completed (Thwala, 2014). The study explores the impact of PPN on the provision of quality curriculum delivery and management in secondary schools. QCDM in schools is the core function of the school.

There are many different subjects offered in ordinary secondary schools in the Maphumulo circuit. Ordinary public secondary schools offer seven subjects in grade 10 to 12 and nine subjects in grade 8 to 9. In addition, some schools provide three subject packages, namely, Science, Commerce and General streams. If the school is too small in terms of learner enrolment, it offers only one subject package. With the above details in mind, it is clear that to provide QCDM the secondary schools need sufficient and efficient resources. In this study, I explore how PPN influences QCDM which includes teaching, learning and monitoring of teachers' work as well as learners' work. PPN poses a serious challenge in schools where learner enrolment decreases. The functions of the schools are hampered and excess teachers have to relocate which places a financial burden on them.

1.2. THE RATIONALE FORTHE STUDY

One of the ways of motivating teaching staff for QCDM is job satisfaction. PPN is expected to promote job satisfaction; equip the workplace with sufficient teachers and promote good delivery of education without having an excessive number of teachers in one school. But the contrary is happening: PPN does not provide well for

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teaching staff and learners. Towards the end of every year, teachers are in a state of panic, not knowing who will have to leave the school due to PPN but recently the three-year cycle has been adopted. Therefore, this study is of utmost importance to the DBE, teachers, principals, learners, parents and communities at large to safeguard the quality of teaching and learning in secondary schools.

Exploring the influence of PPN on QCDM will assist even schools with large enrolments because they often have many learners without proper facilities such as desks and classrooms due to the large number of learners in schools. Classrooms are overcrowded: in some cases, there could be about 80 learners in one classroom which leads to the use of mobile classrooms which are not easily obtainable. It is apparent that PPN compromises the quality of education because learner enrolment determines the number of teachers. The lower the learner enrolment, the lower the number of teachers in schools and teachers are then even expected to teach subjects they do not understand.

I observed different challenges for PPN implementation in Maphumulo secondary schools. Some schools are closed due to the decrease in numbers of learners and teachers. The learners who want to enrol there are frustrated since there are no other schools in the neighbourhood. It is too costly for parents to move their children from a closed school to a new one. Learners travel long distances to go to a school with a good allocation of teachers and crimes are committed when learners have to travel a long distance. PPN compromises the right to accessible services – which is education in this case – because there are areas where there will be no schools after closing down the present ones.

I believe, therefore, that it is true that South Africa has made improvements in education by making service delivery a priority, but the mechanisms for implementing policies in some areas and schools are lacking. PPN is the main policy in the post establishment for teachers, but it has negative effects on teachers and learners. I believe that PPN discourages development in the remote areas which is incompatible with the three spheres of government aiming to reach out to the people.

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If there is no school, there will probably also be no roads, water, halls, clinics, hospitals and education. People who live in those isolated areas must not be penalised for that; instead, they must get more assistance than those who are nearer to social services. This study is therefore crucial to learners and teachers as well as to the existing secondary schools in the Maphumulo circuit management centre.

1.3. PROBLEM STATEMENT

The implementation of PPN poses serious problems to quality teaching and learning. To a large extent, the implementation of PPN further poses problems to management of schools. It is normal and common in secondary schools for enrolment to decrease and increase at times for different reasons. In some schools, the decrease in enrolment is due to relocation of households, parents' dissatisfaction on different issues and insufficient resources in households regarding transport if the school is too far from homes. Unless a secondary school is in a well-located place where there is proper infrastructure and government service delivery, it is difficult for such schools to survive because enrolment is guaranteed to be unstable as households effortlessly leave the area. Therefore, some secondary schools will be adversely affected in respect of learner enrolment.

Maphumulo circuit management centre is in the ILembe district in KwaZulu-Natal where some of the schools have underperformed in the past, which means they achieved less than the benchmark set by the DBE and in Maphumulo circuit management centre; some secondary schools achieved below 65% which is unacceptable. In Maphumulo circuit management centre, it is commonly thought that one of the factors of failure in school functioning is insufficient manpower due to PPN implementation. Some teachers leave their schools due to a decrease in learner enrolment. Therefore, this means that the remaining teachers are overloaded when they take over the tasks of teachers who were declared superfluous and left the school. The schools with low learner enrolment are vulnerable because it sometimes happens that they are left with only four teachers and it is very difficult for four teachers to run the school successfully. Principals and teachers in those schools are overburdened with work and the schools become non-viable (Wills, 2016).

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Therefore, there is no QCDM in the schools. If a secondary school is not viable, it implies that there is nothing positive about it in terms of growth and functioning, and the school ends up closing. In addition, this is not good for the society because a good society is based on the quality of its citizen's education (Harber & Mncube, 2011).

The implementation of PPN faces numerous difficulties in South Africa because it disseminates imbalances. The process of identifying surplus teachers is not easy because some teachers feel that principals identify them as surplus for personal reasons. Teachers are moved from one school to another which could be very far from where the teachers are residing and, in this case, financial implications are involved. PPN implementation, therefore, negatively contributes to socio-economic issues because the teacher who was appointed last at a school could always be on the road when enrolment decreases and when a teacher joins a new school, he or she might not be well accepted. In some cases, in a new school, there is a perception that the teacher was declared superfluous in a previous school because he or she underperformed. PPN implementation is sometimes viewed as elimination strategy for undesirable teachers in schools. The implementation of PPN causes many complications in our curriculum and quality of education offered in schools because this model is generic and is focused on cost reduction (Thwala, 2014), and the mobility of teachers disturbs the stability at school.

In the Maphumulo circuit management centre, there mostly are three subject packages, namely, Science, Commerce and General. Due to decreasing learner enrolment, the school has to change combinations or drop some subjects even though learners need them; this perpetuates the decrease of enrolment. Learners who want a subject package that is not in the school curriculum where they are studying will simply leave the school and therefore the numbers may dwindle until the school shuts down. After the school has closed, learners have to walk long distances to attend a school. In addition, some learners become disappointed and discouraged when they have to travel or walk long distances; they just drop out of school and the chain of poverty continues. In the end, it is very difficult for chief

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education specialists to manage the schools in the circuit; it is difficult for departmental heads and principals at school, deputy chief education specialists in the circuits and senior education specialists of affected subjects as teachers leave.

1.3.1 The research question

This section presents the main research question and sub questions.

1.3.1.1 The main research question

What are the perceptions of secondary school teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre about the influence of PPN on quality curriculum delivery and management in secondary schools?

1.3.1.2 Sub questions

1. How does PPN influence quality curriculum delivery in Maphumulo secondary schools?
2. How does PPN influence assessment in Maphumulo secondary schools?
3. What are the curriculum management challenges facing the school management team caused by PPN in Maphumulo secondary schools?
4. What are the solutions to PPN and QCDM challenges faced by Maphumulo secondary schools?

1.3.2 Purpose, aims and objectives

This section presents the purpose, aims and objectives of this study.

1.3.2.1 The main aim

The main aim of this research is to explore the perceptions of secondary school teachers, a principal and a Chief Education Specialist about the influence of post provisioning norms on quality curriculum delivery and management.

1.3.2.2   Research objectives

1. To explore the influence of PPN on quality curriculum delivery in Maphumulo secondary schools.
2. To determine the influence of PPN on assessment in Maphumulo secondary schools.
3. To find out the curriculum management challenges for the school management teams caused by PPN in Maphumulo secondary schools.
4. To establish the solutions to challenges caused by PPN in curriculum delivery and management in Maphumulo secondary schools.

1.4 LITERATURE REVIEW

It is clear that in this study the phenomenon of PPN and QCDM plays a crucial role. The study explores the influence of PPN on quality teaching and learning in secondary schools in Maphumulo. In other words, the number of teachers in the school is weighed against the proper functionality of the school. According to Makhoba (2018), PPN is the outcome of the application of post provisioning models (PPMs) and refers to the total number of state-paid teacher posts allocated to an institution at post level. I believe quality teaching and learning produces the best performances in learners. Schools have experienced PPN challenges and they are aware that QCDM is not easy when PPN is not reassessed.

QA is one of the most crucial functions of every didactic organisation in order to meet public demands for enhanced education service delivery and enhancing the excellence of public life. In addition, QE is vital for employability, social cohesion and overall economic and societal quality assurance systems covering all education levels; therefore, quality of systems needs to be based on principles which go beyond a mere checklist approach (Organisation for Economic Co-operation and Development [OECD], 2012). QA is largely the prevention of quality challenges through designed systematic activities and documentation. Chapman, Muijs,

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Reynolds, Sammons and Teddlie (2015) state that QA is the entirety of systems, resources and information dedicated to maintain and improve the excellence and values of teaching, scholarship and investigation of the learners' learning practice.

When doing the post establishment, the Member of the Executive Council must consider the financial status of the Provincial Education Department (PED). It is also imperative to understand that the division between disbursement on personnel and human resource costs should be educationally, administratively and financially justifiable.

In addition to the above assertions, as much as there are strengths in the evolution of our education system, there are threats as well (Mafukata & Mudau, 2016). The threats to QE are resignation of teachers to cash in their pensions, the unavailability of schools which are educationally and economically viable as well as poor involvement of civil society in school activities (Mafukata & Mudau, 2016). All these challenges in the education system endanger the chance of having QCDM in Maphumulo secondary schools.

It is imperative to explain briefly the meaning of *quality* in this context before elaborating on it. Quality refers to concepts consisting of changes in the environment in which education takes place and quantifiable benefits in learners' knowledge (Sayed & Ahmed, 2015). When it comes to quality, teacher content knowledge comes into play in terms of imparting knowledge to learners (Ngugi & Thinguri, 2014); therefore, this study addresses the issues of insufficient teacher allocation at schools due to implementation of PPN which can cause available teachers not to do justice to learners when teaching because they are overloaded (Mangendi, 2019). There are nine subjects in the Senior Phase and seven in grades 10 to 12 to be presented even if there are only a few teachers; therefore, I do not envisage quality teaching and learning even if teachers have a good command of content knowledge in their subjects. Thus, it is highly likely that all these challenges have an impact on compromising QCDM in secondary schools in Maphumulo circuit management centre since teachers are content providers.

According to Niemi and Nevgi (2014), the quality of a country's teachers relates to the quality of its education system and the quality of a teacher is the most important school variable which influences learner achievement. Therefore, the teacher is the main driver of teaching and learning in curriculum delivery and management (Niemi & Nevgi, 2014). Moreover, the value of an education system cannot surpass the value of its teachers. In fact, since teachers are the drivers of curriculum delivery in secondary schools, they must have high quality skills to deliver high quality curriculum to learners (Gamez & Levine, 2013).

However, there is a learner factor in the teaching and learning situation because a learner's individual behaviour plays a significant role in learning (Rai & Chunrao, 2016). Teachers can deliver the curriculum in class at a high standard only to find that learners do not respond qualitatively to curriculum delivery in class due to different reasons. Again, without favourable conditions in secondary schools there will be no QCDM as the learner and the education system are also essential factors in success because the organisational environment nurtures teachers' resilience (Day & Gu, 2013). Even so, I maintain that the teacher supply is one of the most important variables in QCDM (Tshiredo, 2013); therefore, PPN needs to be reviewed because DBE reduces the number of teachers in some schools until schools are not viable and in the end the schools close.

In addition, secondary school learners are currently underperforming in most grades and it is imperative for schools to identify the underlying challenges; maybe PPN implementation is one of the causes of underperformance. The DBE initiated the Curriculum and Assessment Policy and Action Plan 2030, and implemented annual national assessments for grades 8 and 9 in English and Mathematics in trying to curb the underperformance of secondary schools. This was also an attempt to improve the quality of education provided to our nation. As the curriculum of South Africa is developed, there should be a drive to increase the managerial, administrative and technical capacity of national and provincial bureaucracies.

With the above in mind, the education system must make an effort to provide a clear explanation of who is responsible for ensuring pupil learning and to whom, with clear consequences for non-performance. The DBE strives to employ the externally evaluated Annual National Assessment to establish which schools are the most dysfunctional and therefore need most support and increases the capacity of school principals by giving them support and selects principals on merit. In the end, the above endeavours can lead to improved teacher performance and mutual accountability (Department of Basic Education, 2016a).

QE is defined as the output of a well-led process of education (Musarurwa & Chimhenga, 2011). Therefore, QE encourages predetermined standards regarding learner' requirements, the community and labour market (Mitchell & Sackney, 2011). Literature suggests that QE is the people's concern nowadays and it must be provided in all schools because it encourages financial and social well-being (Churr, 2015).

I therefore affirm that the current PPN causes unequal opportunities for learners of different secondary schools. For secondary schools with high learner enrolment, the opportunities are very good and sufficient for quality curriculum delivery, but for secondary schools with lower learner enrolment opportunities are very limited. In a school with fewer learners, no matter how efficient a teacher is, there are some discrepancies in the functionality of the school due to an inappropriate duty load and, in the end, QCDM is compromised. As a result, achieving QE in non-viable schools is very difficult because non-viable schools are difficult to manage (Department of Education, 2009).

Beyond that, some secondary schools have to close because the learner enrolment has decreased so much that many teachers have to leave the school because the PPN policy does not accommodate the fluctuation of learner enrolment (Fairhurst & Nembudani, 2014). The learners of the area where a school has been closed due to lower learner enrolment have to travel a long distance to attend a school or even walk if there is no transport. Learners get robbed, raped, killed or hurt on the way

due to the school being closed as a result of PPN because the education system does not accommodate fluctuating learner enrolments properly.

1.5. RESEARCH DESIGN AND METHODOLOGY

This section presents the research design and methodology of the study. It consists of the research approach, research design and paradigm, population and sampling, instrumentation and data collection techniques, and data analysis and interpretation.

1.5.1 Research approach

The approach of this research is qualitative and this is explained as a type of social study that focuses on the way people understand their experiences and their life-world. Furthermore, qualitative research is known for its emphasis on developing explanations of social phenomena and aiming to help people to comprehend the social life they live and why things are the way they are. In addition, qualitative research refers to data generated in face-to-face circumstances as well as portrays people's individual and group views. Moreover, a qualitative study presents understanding about the problem to develop ideas for potential quantitative research. With this kind of study, the researcher is active and attempts to understand the social phenomena in order to solve the intellectual dilemma (Wilson, 2014). To support the above claims, this research approach focuses on finding the answers to questions such as why and how and in what way (Aspers & Corte, 2019). Nevertheless, qualitative research is believed to lack objectivity; therefore, interviewers need to be skilled in research to be effective. In addition, it is time-consuming whereas quantitative research is reliable, has a short time frame in administration of a survey and produces numerical data in its results (Choy, 2014). Despite that, I believe qualitative research was the most suitable approach for my research because I wanted to get the views of the participants (teachers, a principal and a chief education specialist) about PPN influences on QCDM. In order to obtain the findings of this research, I did not need statistical analysis but I had to question people who were involved in the situation. In addition, I am also involved in PPN implementation

processes. As a researcher, I am attached to the study which is one of the characteristics of a qualitative study. In answering the research question, it is clear that the findings will not be in numbers but will be in words to show that the study is really qualitative.

1.5.1.1 Research design

Research design is defined as the process that directs researchers to generate, analyse and interpret explanations as well as provide a logical model that directs the researcher in the different stages of the research. Research design describes the plan of action in research from the beginning to the end and includes population, sample, subjects, data generation methods, data analysis procedure and type of data analysis (Ismail, Bandi & Maaz, 2018).

The approach to this study was phenomenological. In agreement with above citation, phenomenologists believe that the researcher must not be disconnected from the study (Atwood & Stolorow, 2014). Phenomenology is considered as a theoretical stance and an approach to qualitative methodology and is used in social research disciplines such as psychology, sociology and social work (Aspers, 2009). Moreover, it is a school of thought that emphasises a focus on people's subjective experiences and interpretations of the world. Therefore, phenomenology helps researchers to understand how the world appears to others (Banister, 2011). In addition, a phenomenological study describes and interprets the practices of participants with regards to a particular event with the aim to understand the participants' meanings ascribed to that event. In the section below, data generation instruments, data analysis, population and sample are discussed.

1.5.1.2 Paradigm

Paradigm refers to a set of assumption in terms of how things work and it is also a collective understanding of actuality (Thanh &Thanh, 2015). Furthermore, literature suggests that *research paradigm* encompasses the system of interconnected

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practice and thinking that defines the nature of enquiry along the three phases which are ontology, epistemology and methodology (Point, Fendt & Jonsen, 2017). The paradigm for this study was interpretivist. An interpretivist paradigm emphasises the type of research methods where words are used as opposed to numbers and therefore 'paradigm' means a structure of systematic and scholastic ideas (Antwi & Hamza, 2015). In addition, an interpretivist paradigm emphasises the need for context analysis in research (Antwi & Hamza, 2015).

Interpretivists are also described as constructivists. This paradigm will be evident in the research questions and research methodology of this study. Furthermore, an interpretivist study is relativist, transactional and subjectivist in nature; therefore, there is no objective truth to be known. The reality begins from communications between elements of the rhetorical situation. The researcher's position is to construct the impression of the world (Thanh &Thanh, 2015). In social science study it is important to explain the philosophical stance because this kind of research can only be meaningfully interpreted once there is clarity about the decisions that led to the research outcomes (Moon & Blackman, 2014). In order to further explain the theoretical framework, I am going to explain the following terms which formed the philosophical stance of this research:

1.5.1.2.1 Ontology

Ontology refers to the research of being and in other words it refers to the nature of reality (Gog, 2015). Similarly, ontology assists researchers to recognise how certain they can be about the nature and existence of objects they research (Moon & Blackman, 2014). To demonstrate ontology, realists believe that there is existence of one single reality which can be studied, understood and experienced and the real world exists outside human experience. However, relativists believe that ontology emanates from the philosophy that reality is constructed within the human mind and there is no existence of a single reality. More to the point, according to relativists, reality is about how individuals experience it at any given time and place. Since this study adopted an interpretivist position it is relevant to be aligned with a relativist

point of view. Time and place are also significant because reality can change with time and place; it depends on the situation at hand. I reiterate that as the researcher I believe that there is no single reality and I am of the idea that reality exists within the human mind. The 'reality' that I endeavoured to explore with the participants was the influence of PPN on quality curriculum delivery and management in secondary schools.

1.5.1.2.2 Epistemology

Epistemology is defined as the branch of philosophy that studies knowledge by distinguishing between true and false knowledge (Bryman, 2012). Epistemology is the philosophical belief system which states who can be a knower (Bryman, 2012). As a researcher, I am attached to the study under discussion, unlike positivists who can be detached from their study. Epistemology has to do with all aspects of the validity, scope and methods of acquiring knowledge and it assists researchers on how to frame their research as they find out knowledge (Moon & Blackman, 2014). In this study I opted for multiple research methods and interaction between the participants and their realities. Many realities may exist as long as they are contextualised.

1.5.1.2.3 Methodology

Methodology has to do with how the researcher goes about finding the truth. Qualitative research methods are naturalistic in nature. In this study, semi-structured focus group interviews and semi-structured individual interviews were used (Gog, 2015). Smaller samples were used in this study to find out more information about PPN implementation and its influence on teaching and learning. Multiple research methods were used to get to the reality about the phenomenon.

1.5.2 Population and sampling

This section presents the population and sampling of the study.

1.5.2.1 Population

The research population is defined as a collection of individuals or objects that have similar characteristics and a common binding trait. Similarly, population is defined as the entirety of all the subjects that conform to a set of specifications. The population of my research included all secondary school teachers in the Maphumulo circuit, principals in the secondary schools in the circuit, Chief Education Specialist and Deputy Chief Education Specialists of the same circuit from which the sample was selected.

1.5.2.2 Sample

A sample is an element of the population and it must be representative of the population from which it was drawn. The sample of this study consists of ten secondary school teachers from different schools in focus group interviews and one principal of a secondary school which was negatively affected by PPN, and a Chief Education Specialist of the Maphumulo circuit management centre in semi-structured individual interviews. The sampling was purposeful since the research explored the lived experiences of these participants who experienced the implementation of PPN in schools. Once the Chief Education Specialist is involved, the Deputy Chief Education Specialists are indirectly involved in terms of information because they report to the Chief Education Specialists as their senior. In my study, I decided to investigate a small portion of the area, which is the Maphumulo circuit management centre, in order to undertake in depth a case-oriented analysis that is important to qualitative research (Vasileiou, Barnett, Thorpe & Young, 2018). Another reason is that qualitative research samples are selected by virtue of their capacity to provide rich information that is relevant to the phenomenon under discussion (Vasileiou et al., 2018). Consequently, literature suggests that purposive sampling is more

efficient than randomly selected sample in qualitative research. The reason for this is that purposive sampling uses small samples to obtain data.

1.5.3 Instrumentation and data collection techniques

The major methods in qualitative data generation are observation, interviews, questionnaires and document review **(**Adam & Falloon, 2017). The data generation methods for this research were semi-structured focus group interviews for ten teachers of different schools and a semi-structured individual interview with one principal as well as a separate semi-structured individual interview with a Chief Education Specialist of Maphumulo circuit management centre. Interview schedules for both data generation methods were prepared. Therefore, teachers, the principal and the Chief Education Specialist answered the questions I had prepared in my research schedules.

1.5.3.1 Data collection methods

This section presents data collection methods which include focus group interviews and individual interviews.

1.5.3.1.1 Focus group interview

A focus group interview refers to a discussion including a small group of participants led by a moderator who seeks to obtain an insight into the participants' experiences and perceptions; in contrast, an individual interview characteristically consists of a question-and-answer approach (Doody, Sleven, & Taggart, 2013.). In this study, I conducted semi-structured focus group interviews with ten secondary school teachers in the Maphumulo circuit management centre. The reason for using semi-structured focus group interview was to understand how teachers perceive the influences of PPN on quality curriculum delivery and management. I organised my

participants in a circle. I began by explaining the research phenomenon under discussion and defining the study purpose, and allowed a scribe to write a transcript. I kept probing the participants until I got sufficient information on each question. In this research there was one semi-structured focus group interview for teachers.

1.5.3.1.2 Individual interview

An *interview* is defined as a discussion which is usually one-on-one between an interviewer and an interviewee to generate information on a particular set of topics; interviews can also be conducted telephonically (Doody et al., 2013). There were two semi-structured individual interviews in this study; the first session was for the principal and the second session was for the principal. The semi-structured individual interview was conducted with the principal and the Chief Education Specialist in order to explore the influence of PPN on curriculum delivery and management.

1.5.4 Data analysis and interpretation

Data analysis includes the assessment and interpretation of data. In addition, data analysis is an on-going practice that is incorporated into all stages of qualitative research. It is a systemic course of exploratory, categorising, evaluating and understanding data in order to deal with the primary propositions of the study.

Data analysis of this study commenced after I had left the site but, in addition, with qualitative research as I generated data the analysis occurred at the same time. A narrative data analysis method was employed in data analysis. Themes and coding were done when the data were analysed. I also took into account my experiences since I was involved in a school where the challenges of PPN implementation were experienced. Since I started with semi-structured focus group interviews, a semi-structured individual interview would verify the findings.

The methods of data generation, data analysis and interpretation are discussed further in chapter 4. Below is the trustworthiness section.

1.6 TRUSTWORTHINESS

In order to enhance trustworthiness, I transcribed participants' words, used multi-data generation techniques, compared generated data to check for trustworthiness and I checked with participants if what was transcribed corresponded with their inputs. The four components of trustworthiness are discussed below.

1.6.1 Credibility

Credibility answers the question how congruent the findings are with reality (Veal, 2017). Credibility is vital in establishing trustworthiness and the trustworthiness of qualitative research is unlike that of quantitative research. Credibility in qualitative research involves sifting through the data for extended periods, assessing the researcher's constructions, coding, reflecting on data generation sessions, member checks as well as minimising researcher bias. The main aim of this is to make the research findings consistent with reality in context so that they are believable and, as a researcher, I made sure that the study would be credible by complying with the provisions below.

In compliance with the above, the following are provisions on credibility of the study (Bryman, 2012): acceptance of research methods well established in qualitative research and in information science; the development of an early acquaintance with the practice of participants or organisations before the first data generation dialogues occur; iterative questioning; the researcher's reflective commentary; member checks and examination of previous research findings.

In this study, well-established qualitative research methods were employed. I also did member checking, probed participants in interviews, examined previous research

findings and used more than one data generation method. In this way, credibility, which is of paramount importance in this study, was ensured.

1.6.2 Transferability

Transferability has to do with demonstrating that the research results have applicability in other conditions. From a positivist perspective, transferability means that the results of the study conducted by one researcher can be applied to a broader population. However, with an interpretivist perspective, the study concentrates on small particular environments and individuals; it cannot be applied to a large population assuming that the situations are the same (Bryman, 2012). In order to do proper transference, the number of organisations taking part in the study and where they are based must be considered. In contrast with a positivist perspective, I posit that the results of qualitative research must be understood within the context of the particular characteristics of the research occurrence and it cannot be just transferred to any other study where the circumstances are not the same.

1.6.3 Dependability

Dependability means showing that the findings are consistent and could be repeated. Interpretivists note that changing the nature of the phenomenon renders the study not dependable. In contrast, positivists hold the view that if the same techniques were used in the same context and same methods were used with the same participants, similar results would be delivered. Since the study is qualitative, as a researcher I support what interpretivists maintain because this kind of research cannot be generalised in any way but truth will come from information-rich participants.

1.6.4 Confirmability

Confirmability refers to the degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation and interest (Hammerberg, Kirkman & Lacey, 2016). Therefore, this study was shaped by participants' utterances; there is no researcher bias although the researcher is well versed with the research phenomenon since he has experienced PPN implementation as well as curriculum delivery at school level. Since this is qualitative research, there is no objective truth but reality comes from those who have interacted with the phenomenon. Ethics in research are very critical for research to be accepted as valid. The study and participants must be handled with dignity. The following section deals with ethical considerations.

1.7. ETHICAL CONSIDERATIONS

The following factors are very important ethical considerations for an empirical study (Norton, 2018):

1.7.1 Informed consent

As I prepared to conduct my study, I had to acquire informed consent from the circuit manager, the principal and the teachers. They completed forms before involving themselves in the study. Participants had to sign the consent forms to indicate that they had agreed to participate. I obtained the permission letters from the principal and Chief Education Specialist respectively since they are the managers in their institutions; I also received the informed consents from all the participants in the study. Before I started to conduct research I had to receive an ethical clearance certificate from University of South Africa (UNISA) as the institution where I study. I filled in the ethical clearance forms and sent them to the committee, and then the committee released the certificate of ethical clearance.

1.7.2 Confidentiality and anonymity

Confidentiality is the condition whereby the researcher knows the identity of participants but does not disclose it to others (Surmiak, 2018). The names of participants were not divulged in documents such as transcripts. The participants' details were protected. In the semi-structured focus group interview, instead of using teachers' names, I used the fictitious names such as teacher A, teacher B, teacher C, teacher D and teacher E. When I was referring to participants' schools, in the semi-focused group interview I used numbers instead of school names. However, in the semi-structured individual interviews I used the participants' positions at work in order to keep their actual names confidential. Regarding anonymity, I cannot say it is hundred percent reliable because I saw the participants personally but I did not require participants' name, addresses, email addresses, phone numbers, identity numbers and photographs.

1.7.3 Privacy

Participation in the study was not divulged to anyone. Participants' details and information were treated as a private matter and what was discussed will not be divulged to the public, except the results. Those who were not participants were not allowed to enter the room where the study took place.

1.7.4 Caring and fairness

Participants in the venue where the study took place were promised that there would be no physical harm. In addition, there would be no humiliation of participants and loss of trust. I promoted open and fair deliberations in the focus group as well as interviews. Participants were allowed to retract from the research at any time.

All empirical studies have limitations and delimitations. Similarly, this study is not an exception. In the subsequent section, limitations and delimitations are discussed.

1.8. LIMITATIONS AND DELIMITATIONS

This research focused on secondary schools; therefore, it cannot be concluded that primary schools face the same challenges and impacts of PPN. The study involved ten teachers from among many teachers in the circuit. In addition, there are a great number of schools in the Maphumulo circuit management centre but only teachers from ten schools participated in the study. One principal was interviewed, so many principals were excluded. There was one Chief Education Specialist in the individual interview; Deputy Chief Education Specialists were not part of the process since they work with the Chief Education Specialist in the circuit management centre which means some information may be omitted.

However, I tried by all means to make the study truthful. As such, I probed participants in such a way that their experiences in terms of PPN influence on QCDM were described. The interview schedule and focus group schedule were developed in the best manner to capture the correct meanings assigned by participants to PPN and QCDM. In addition, it must be pointed out that all these participants convene with other stakeholders in the education fraternity in meetings where PPN and QCDM are discussed. Principals, teachers and Chief Education Specialists of different circuit management centres meet at district level. Therefore, this study will reflect the true situation because the ten teachers from different schools, one principal from a very negatively affected school and one Chief Education Specialist of the circuit management centre made an immense contribution to this study since they had a vast array of information on PPN and QCDM.

1.9. THE DEFINITION OF KEY CONCEPTS

This section presents the important concepts of the study.

1.9.1 Post provisioning norms

PPN refers to the outcome of the post provisioning model formula after the calculations have been made (Ntuli, 2012). Therefore, it is a product of the PPM. Schools need to apply them when dealing with teacher employment.

1.9.2 Curriculum delivery

Curriculum delivery is a specific engagement of learners with planned learning opportunities (Afangideh, 2009). It refers to putting curriculum into practice or execution of the curriculum and is used interchangeably with curriculum implementation (Chaundhary, 2015). Curriculum implementation refers to teaching and learning in the classroom situation whereby learners play an active role in the knowledge acquisition process.

1.9.3 Curriculum management

It is the management of teaching and learning in schools by the school management team.

1.9.4 Post provisioning model

Post provisioning model refers to a resource allocation model that is used by the DBE when optimally distributing the available educator resources among public schools (Ntuli, 2012). The total number of available posts is distributed among public schools in an equitable, transparent and resource-efficient fashion.

1.9.5 Quality education

Quality education (QE) is the form of education that is pedagogically and developmentally accurate and educates the learners to become vigorous and prolific members of society. Similarly, Ng (2015) maintains that QE promotes holistic development, equips learners with knowledge and skills for their future as well as right values. Furthermore, QE is delivered by quality teachers through quality teaching and learning processes and there must be a safe and sound learning environment for all these processes. It is therefore a type of education that equips learners with lifelong skills to become lifelong learners.

1.9.6 Assessment

Assessment is a process of identifying, gathering and interpreting information about a learner's achievement, as measured against nationally agreed outcomes for a particular phase or learning (Du Toit, 2011).

1.10. CHAPTER OUTLINE

This section presents the outline and the main focus of each chapter.

Chapter 1: Orientation to the study

This chapter presents the focal point of the study as it provides a background to the influence of PPN on QCDM in secondary schools. The chapter further develops the problem statement, research aims and objectives, motivation for the research, research design and methods as well as clarification of terms.

Chapter 2: Quality assurance in the context of curriculum delivery and management in schools

This chapter introduces and elaborates on aspects of QCDM in the conceptual framework of the study. Theoretical issues and trends of QCDM are discussed. Constructivism theory is the basis of my theoretical framework.

Chapter 3: The influence of post provisioning norms on quality assurance in schools

This chapter discusses the PPN influences on QCDM in Maphumulo secondary schools, KwaZulu-Natal. The work done previously on PPN is reviewed and an extensive literature review of the work done by different scholars is presented. The chapter emphasises the implementation of PPN as well as its impact on secondary schools' teaching and learning.

Chapter 4: Research design and methodology

The rationale for empirical research and the research design are offered in this section. The type of the research questions made it clear that qualitative research was appropriate for this study. The justification for using this approach is discussed. The information of data generation sources, data analysis and interpretation as well as ethical considerations is outlined.

Chapter 5: Data analysis and interpretation

In this chapter, data generated through semi-structured questions in the focus group as well as individual interviews are analysed and interpreted. The findings for each theme are discussed and corroborated by the literature reviewed in chapter 2. These themes are based on the PPN and QCDM in secondary schools. The results of both types of interviews will be used to verify each other.

Chapter 6: Conclusions, limitations and recommendations

This chapter comprises a summary of the study, conclusions, limitations and recommendations.

1.11. CONCLUSION

This study sought to explore the influence of PPN on QCDM in the Maphumulo circuit management centre, KwaZulu-Natal. The perspectives of teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre were accommodated in this study. As a researcher, I prepared a research schedule for teachers, the principal and the Chief Education Specialist for the circuit management centre. The research schedule accommodated the objectives and research questions under discussion. The next chapter will explore the literature on quality curriculum delivery and management in secondary schools.

CHAPTER 2: QUALITY ASSURANCE IN THE CONTEXT OF CURRICULUM DELIVERY AND MANAGEMENT IN SCHOOLS

2.1 INTRODUCTION

This chapter describes the historical background of the South African education system, quality, QE, quality teaching and learning and QCDM. It also explores quality teaching and learning in South Africa as enshrined in the Curriculum and Assessment Policy Statement (CAPS). To do so, this chapter consults literature on QA as a conceptual framework.

2.2 QUALITY ASSURANCE: A CONCEPTUAL FRAMEWORK

QA in education is based on different models such as goal and specification, resource-input, process, satisfaction, legitimacy, absence of problems and organisational learning (Mukhopadhyay, 2020). The following QA models are relevant to this study:

Goal and specification model: This model concerns the achievement of stated institutional goals to conform to named specifications. These specifications must be clear, time-bound and measurable. **Resource-input model:** This model includes achievement of required quality resources and inputs for the schools. With this model, there must be a relationship between inputs and outputs. In order to achieve and maintain QA, schools need quality resources. **Process model:** This involves smooth internal processes and successful learning experiences and there must be a good relationship between process and institutional outcomes. This can be achieved through good leadership, participation and classroom climate as well as good learning activities. **Satisfaction model**: Schools must satisfy the demands of their constituencies. The constituencies are school communities, parents and learners. **Legitimacy model:** This model is about the way in which the outside world perceives the school's legitimate position and image. **Absence of problems model**: This model deals with the question of how troubles and challenges are dealt with in schools and the strategies for improvement that are important. Schools must try by

all means to eliminate conflicts, difficulties and defects that can hinder QA.

Organisational learning model: This model deals with how schools adapt to environmental changes and barriers so that there is continuous improvement. Schools must be aware of the external needs and changes. I believe all these models are significant in promoting QA. In agreement with process model, Fakunle and Ale (2018) suggest that QA refers to a process-centred approach to ensure that an organisation provides the best possible service or product.

Schools are institutions where excellence is required through proper monitoring of teaching and learning processes. Chief Education Specialists, principals, deputy principals, departmental heads (DHs) and teachers at different levels are the custodians of QA in curriculum delivery and management. In order to promote QA, schools must identify QA standards, implement standards and assess the outcome of the standards (European Commission, 2018). QA involves systems that are external and internal of the school. External methods involve systems from the circuit, district office, PED and DBE, whilst internal systems include self-evaluation, staff assessment and classroom-based learner assessments. QA is crucial for accountability and supporting ongoing development of curriculum delivery and management. To achieve QA, the external and internal systems must be coherent (European Commission, 2018).

2.2.1 Quality

Quality refers to a high degree of goodness or excellence, a degree of suitability according to what the customer wants; quality is further defined as the level of satisfaction with the efficiency of the service presented to clients (John, 2009). In addition, quality from an educational perspective means efficiency and effectiveness and *quality content* means suitable intended and taught curriculum of schools (Rijal, 2020). This means that quality is a functional notion because it is defined in terms of its ability to meet the requirements of the users. In addition, Barret, Chawi-Duggan, Lowe, Nikel and Ukpo (2006) state that quality of education must be defined in terms of classroom quality, economic goals and external quality. This suggests that QE must be socially friendly because education is the fundamental human right of every

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woman, man and child (Russo, 2010). Therefore, the new laws and policies such as no-fee schools aim to ease the burden of payment on parents and these laws make a significant contribution to the society. In school context, PPN must cater for sustainability of schooling.

When one defines QA, it is important to distinguish between inspection and QA. Inspection is a system of enforcing quality in teaching because it imposes quality but does not ensure quality and it is much about employees and their compliance to the policies of the organisation. On the contrary, QA is a two-way system that involves the whole school and the quality assurer (i.e. inspector) whereby all stakeholders are involved. The stakeholders involved in QA are learners, teaching staff, non-teaching staff, parents, government officials and the community (Olufunke, Joseph & Adetayo, 2012). In accordance with the above statement, QA is defined as the process of ensuring that the educational outputs are processed by all required personnel and quality programmes to meet global acceptance (Ifedili, 2015). QA is also regarded as a self-assessment system where the teachers ask certain questions about the quality of teaching they provide to learners. After asking these questions, the teacher realises that QA is not a brief procedure, but takes a long time to be achieved. To achieve QA, the department officials assist teachers in the different ways. They assist teachers regarding achievement and standards as well as quality of teaching and learning. Moreover, leadership and management are imperative when the school has to achieve QA (Olufunke et al., 2012).

The quality of education must open doors for learners to own businesses and have the best employment opportunities during their careers and enable them to build social cohesion. Acquiring knowledge and learning skills is the first priority and compulsory for every educational institution so that quality is promoted. Jidamva (2012) maintains that QE must be the type of education that meets the needs of schools and society, individual achievement and learner competencies. Akareem and Hossain (2016) state that in order to provide QE there must be QA in place in the education system. QA refers to fitness for purpose as well as quality processes and procedures intended to lead to the achievement. QE cannot be realised if required processes and procedures are not in place and in line with the intended results in secondary schools. This study explores QA with reference to QCDM; therefore, it is appropriate to mention what instructional matters must be supervised

by the supervisors of curriculum delivery. In this research, I maintain that QA in secondary schools can lead to QCDM and QCDM can further lead to QE. Instructional supervision creates a platform to identify gaps in the curriculum delivery and provide the means to bridge those gaps.

The quality of the curriculum delivered in class immensely affects the QE provided by the government to the society. When learners go to school, parents hope that the curricula are of high quality as relates to skills, knowledge and values. The question can be asked as to how instructional supervision must be improved in order to ensure quality in curriculum delivery. I argue that seminars, workshops and conferences must be organised in order to improve instructional supervision. In addition, appointments and promotion must be solely based on merit and only professionally trained personnel must be appointed as school inspectors. In-service training must be organised for school administrators to improve their skills. Strikes must be avoided by the education management so that instructional time is not disturbed. Government must provide sufficient funding for the schools in order to promote QA. For schools to provide QA in education, there must be sufficient didactic materials, and the schools must uphold moral and principled values.

2.3 INTEGRATED QUALITY MANAGEMENT SYSTEM

In the education sector, different measures are taken by the circuit office, district office, PED and DBE to promote QA in schools. Teachers require valuable capability improvement in order to offer successful curriculum delivery in classes. The integrated quality management system is part of the broader structure of performance management.

2.3.1 The purpose of the integrated quality management systems

The purpose of the integrated quality management system is to monitor an institution's overall effectiveness and to identify specific needs of teachers for support (Department of Basic Education, 2014).The Gauteng Department of Education (2016a) in its annual performance plan mentions curriculum and

assessment, teacher development, and leadership and management as some of the pillars of QE (Gauteng Department of Education, 2016b).

In view of the above citation, it is stated that the key area for the education sector in promoting integrated quality management systems is improved quality teaching and learning through development. Improved assessment of learning can ensure quality and efficiency in academic achievement. An integrated quality management system should be in place so that teachers can improve their skills in teaching and learning after having obtained feedback from the assessors. One can continuously apply the integrated quality management systems, but if there are not enough teachers, there will be no QE. The integrated quality management system is about getting new skills and strategies in place so that learners and schools can benefit. Department of Basic Education (2015a) argues that to promote QA, performance standards and performance indicators must be achieved. The school management team and all teachers must create a positive learning environment. Teachers must have knowledge of curriculum and learning programmes, learner assessment and lesson planning.

In schools, there are challenges which hinder the implementation of QA. One of the challenges facing the schools in the implementation of quality curriculum is lack of adequate support for personal growth plans from subject advisors and circuit managers. Due to unfilled posts, there is irregular monitoring of personal growth plans and a lack of monitoring, support and development by school management teams. According to the study conducted in rural junior secondary schools in the Qumbu District of Education in South Africa, lack of resources is a cause of a declining learner enrolment in schools (Vellem, 2015). The decreased learner enrolment further leads to a shortage of learning and teaching aids because financial allocation for schools is based on learner enrolment. Similarly, the study was conducted in order to identify the challenges facing the teaching and learning of Accounting in Mthatha Education District. The findings suggest that teachers must use sufficient learner-teacher-support material (LTSM) in order to produce QE (Susani, 2017). Another study was conducted in Botswana junior secondary schools to find out the impact of lack of resources on declining learners' enrolments in Design and Technology. The study suggests that resource constraints have a

detrimental effect on teaching and learning and, furthermore, lack of resources results in declining learners' enrolment (Gaotlhobogwe, 2012).

In the light of the above, the DBE must do its work properly so that schools have the necessary resources; in addition, the learner/teacher ratio must be improved to promote the proper functioning of schools. Textbooks and sufficient finance must be provided. Some of these challenges are caused by poor planning in the PED and DBE. For example, the issue of learner/teacher ratio and financing schools is determined by the DBE going down to provinces. Therefore, on these issues, schools have no say. However, some challenges need to be addressed by the management of the schools. Schools must effectively implement policies of the DBE.

Again, QA in schools benefits the schools in different ways. The administration of Integrated Quality Management Systems (IQMS) is now institutionalised within the sector, schools are progressively implementing recommendations of the integrated quality management systems moderators' reports, and there is an increase in confidence among principals in the implementation of the integrated quality management systems. The increases in levels of training interventions by provincial integrated quality management systems coordinators are encouraging. In view of these claims, it is important for the departmental heads and principals to monitor support and develop teachers so that they present quality teaching and learning in schools. Subject advisors and circuit managers must support teachers with personal growth plans and school improvement plans so that there will be QA of schools' activities.

In as far as QE is concerned and for one to understand what constitutes a quality curriculum, one must understand the seven Rs which underpin a quality curriculum. The curriculum delivered to learners must be rigorous, rewarding, require independence, be real, rich in thinking and revealing. Curriculum must embody and allow the demonstration of a high level of understanding. The type of curriculum delivered must intrinsically motivate the learner and not just be "work". It must be understood that learners make choices that shape their performance and are largely self-directed. Learners mirror the example of adults working in the discipline. The curriculum must require more than memorisation and replication. A quality curriculum must be able to uncover learners' level of understanding as well as any false impression in order to improve the level of curriculum delivery. Dorgu (2015) in

support of the above citation suggests that teachers must make use of teacher-learner interactive methods in order to promote effective curriculum delivery.

In consideration of the above citation, Peng, McNess, Thomas, Wu, Zhang, Li & Tian (2014) suggest that there are five requisite factors that constitute QE, these being well-equipped schools, ethics and professionalism, cooperative teaching, relevant and useful curriculum and good school management. In support of this, OECD (2017) states that lack of public school funding has a negative impact on quality of education in schools; therefore, it is crucial to allocate funds to schools that are most in need of resources. I concur with this statement because all these factors are the key in providing QCDM in schools. Teachers, learners and principals with the assistance of school-communities have to work jointly in order to accomplish QE in secondary schools. In this study, I argue that QE must consist of excellent teacher selection and training, excellent curriculum, excellent preparation and teaching, excellent assessment as well as excellent infrastructure and good management. Quality teaching is teaching that maximises learning for all learners (Liberante, 2012). I believe that to promote QE teachers need to foster quality teaching and use teaching approaches which facilitate acquisition of quality subject matter. Quality teaching is the most vital factor in the school situation and the intention of teaching is to prepare the public to redesign their society and defeat imbalance in the development of the society. Therefore, schools need enough quality teachers so that QCDM can occur which may lead to QE.

With the above in mind, in rural schools there is no advanced technology; therefore, learners are dependent on the skills of their teachers to gain quality learning. A competency-based curriculum is encouraged for learners so that they become competent and independent as they grow up because the world of work needs people with skills and expertise. With proper implementation of competency-based learning, assessment is meaningful; learners receive differentiated support; and learner's progress is based on evidence of mastery of skills (Cuyacot & Cuyacot, 2022).It is further suggested that competency-based learning empowers learners to make important decisions and learners' learning allows equity, different pathways and varied pacing. Again, competency-based schools must implement policies, pedagogy, structures and culture that cater for every learner in terms of developing vital understanding, proficiency and characters (Cuyacot & Cuyacot, 2022).

Quality learning does not come only with having competence or skills, but also comes with the ability to perform tasks. This is an indication of performance-based learning which emphasises demonstration of numerous capacities instead of just knowing the information. In as much as teachers are important in rural schools, they are not the custodians of knowledge; instead they are expected to employ innovative teaching methods. The teacher who is needed for QE is the kind of the teacher who can adapt and understand the type of outcome that is expected of learners after the lesson has been conducted. The reason for this is clear because the purpose of teaching and learning is to trigger the higher thinking skills of every learner. I therefore suggest that the quality teacher who is referred to in this study is the kind of a teacher who appreciates the competence-based, performance-based and outcomes-based learning as well as many progressive ways of teaching learners in this century. With all these teaching methods, it is possible to produce a lifelong learner.

Based on innovative teaching methods, quality teaching delivers learners who are able to learn from peers. Teaching methods which enhance inquiry-based and active learning and helping learners become independent thinkers are the best for QE (Abdi, 2014). However, inquiry-based teaching methods require sufficient teaching aids as well as more relevant skills from the teacher (Zerafa & Gatt, 2014). DBE must budget for different kinds of teaching methods to be implemented because some methods need the sort of inquiry that can be facilitated through the internet and computers. Teaching and learning in the new dispensation is not merely a matter of talk and chalk but the learner needs to be industrious.

It is not proper to assess quality teaching and learning in isolation, i.e. excluding curriculum development, implementation and evaluation (Stabback, 2016). Therefore, the development, implementation and evaluation of curriculum must be of high quality to benefit learners and the nation at large. A quality curriculum must value each learner and hold that every learner matters equally. It must also be comprised of high value, pertinent and fitting content as well as contribute to the growth of capability, and must be well-ordered and prepared. The underpinnings of a quality curriculum must provide details on how learners learn. The delivery of the quality curriculum must involve excellent teaching and learning situations in schools. In the end, education systems must be evaluated to check if they are valuable and

appropriately implemented for quality service. In this way, it will be easy to see if the curriculum taught by teachers leads to QE.

Quality curriculum delivery has to do with realistic ways to guarantee excellent endeavours, teaching-learning practice and educational attainment of learners. Quality output is viewed as learners' achievements in obtaining skills, knowledge, attitudes and behaviour through the school academic programmes. QA in the curriculum of secondary schools must be a uninterrupted process in the management and the use of human and material resources so that strategic supervision of teaching and learning activities realise the set goals. Furthermore, sustainable QA in education is possible when every staff member contributes to quality processes. It is the duty of the education institution to produce high quality learners and continually improve the working systems in the delivery of school curriculums. Technologically, it is important to deliver and support the correct delivery of the quality school curriculum because technology is a powerful tool for transforming teaching and learning (United States of America Department of Education, 2017). Quality planning in lesson plans, teaching, assessment, administration and management all form an integral part of quality school functioning.

QCDM at school level means quality in teaching methods, assessment tasks, examination papers, systems and processes at work, work ethics and environment, availability of human and capital resources. The key in QA is to manage all processes and activities to ensure that there will be QCDM in the education system. There are many factors which are crucial for quality teaching and learning in secondary schools. Therefore, the district office and PED must play their role in curriculum leadership (Schleicher, 2015). If these stakeholders provide quality leadership, it is highly possible to have quality curriculum delivery in schools because the principal will continue where the stakeholders left off and the teachers will deliver quality lesson to the learners. In the end, the school produces quality learners and South Africa may have quality citizens who can contribute to the well-being of the country (Schleicher, 2015). I maintain that, at school level, learners and teachers, DHs and principals are core stakeholders in the provision of QCDM. However, if these principals and teachers are overloaded, they cannot produce QE because they lack sufficient time in which to do their work. I argue that in the

employment of teachers the number of subjects offered at school rather than the number of learners enrolled at school must be considered. Without a sufficient number of circuit managers, subject advisors and chief education specialists it can be difficult to provide QCDM though it indirectly affects the delivery and management of curriculum at school level.

According to Orkodashvili (2013), QE means that learners are ready to participate and learn in an environment that is safe and healthy. In addition, quality content is presented to learners by teachers, and learner-centred teaching approaches are utilised in order to impart skills and attitudes to learners. The government of South Africa encouraged made a call to all education stakeholders to take part in advancing QE in South Africa. The campaign elements were to enlighten the public about the significance of quality teaching and improve education for all learners. Therefore, the communities committed themselves to the Code for QE to drive Quality Learning and Teaching Campaign. The commitment to South Africa's children was at the heart of this campaign and there was a belief that each learner deserves QE; therefore, all stakeholders in education had to ensure that it was provided in schools. The national Quality Learning and Teaching Campaign steering committee was formed to ensure that all structures of the Quality Learning and Teaching Campaign were established in different spheres of DBE, nationally, provincially and locally. Each of these structures had to make an impact on learning and teaching to emphasise non-negotiables in education (Harber & Mncube, 2011). Stakeholders had to pledge to commit themselves and the Code for QE stating that it is possible to attain quality teaching and learning as long as they come together as stakeholders.

QE is expected to contribute to decent and independent societies and develop positive personality among community members. QE is a human right and public good and provides the foundation for equity in society (Harber & Mncube, 2011). To advance QE, quality processes have to be in place and the quality of teaching is determined by how well and regularly teachers are appraised (Blomeke & Klein, 2013). Though all the above processes are important, attention must be paid to teachers and administrators with their abilities to design appropriate learning opportunities for learners Therefore, the work of teachers and administrators is the key factor in ensuring high quality school processes in curriculum delivery.

Working environment is one of the factors that are important to QE. The critics of South African education system suggest that the standard of education is inferior as compared to how much DBE spend annually in education system. This means that the DBE is not spending efficiently on teacher recruitment. I maintain that QE policies can improve curriculum delivery and pioneer interventions. When quality and equity challenges are recognised in schools, the quality of teaching must be energised.

In order to improve the quality of education, the DBE focused on improving the quality of learner performance. The DBE must accelerate teacher recruitment, development, deployment, utilisation and development interventions (Department of Basic Education, 2016c). Once high-quality teachers are recruited, curriculum coverage, support and implementation are improved. In the end, the DBE will be able to improve institutional and logistical capacity and institute a system of quarterly reporting (Department of Basic Education, 2015d). To realise these programmes, the DBE must attract young and properly trained teachers each year; utilise teachers in such a way that large classes are avoided; and improve professionalism and subject knowledge of teachers. In addition, DBE must ensure that teachers have a sense of job satisfaction.

The above claims are important but financial constraints are the major impediments in the provision of QE and therefore school principals must devise their own strategies to generate income for their schools so that they can organise resources for the schools (Mobegi, Ondigi & Oburu, 2010). However, this is not easy in deep rural areas due to lack of businesspeople.

2.4 THE PROVISIONING IN THE DEPARTMENT OF BASIC EDUCATION

Provisioning in this study refers to the supply of resources to schools by the DBE and PED. Provisioning consists of different components. Firstly, there is infrastructure component which includes buildings of the schools, classrooms, water, sanitation and services. The second component is personal expenditure which involves teacher salaries. The third category is non-personnel recurrent expenditure which involves capital equipment and consumables used in the schools for functioning on a daily basis, such as textbooks, stationery and computers

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(Department of Basic Education, 2016a). Despite the importance of the provisioning of human capital, it does not mean non-personnel resources are not important.

The education system and policies are formulated by the DBE and then the next stage of education is the province which implements policies from the DBE until the system reaches the schools. All offices from the DBE down to the circuits, office-based staff and support staff as well as financial resources are significant in the realisation of QE because without the provision of these resources it would be difficult to promote QA.

The Mpumalanga Department of Education (2017), in its holistic analysis of staff establishment against budget, states that the funding was supposed to be 80:20 personnel-to-total cost directive but is currently at 80:7% which is incompatible with the policy. When the conditional grants portion of the total cost is discounted, the Mpumalanga Department of Education is left with less than 13% of the remaining budget to cater for all goods and services in the province. The Mpumalanga Department of Education must run the offices and examinations and subsidise Section 21 and no-fee schools, independent schools, special schools, early childhood development centres and payment of capital assets. Concerning the National Norms and Standards for School Funding's 85:15 teacher-to-non/teacher split, the Mpumalanga Department of Education in 2017 allocated 90% of its overall budget to teacher remuneration which was contrary to the norms and standards of PPN. There was a delay in filling of posts in the office sector and school support staff sector. Therefore, schools have markedly fewer support staff members.

The Mpumalanga Department of Education (2017) contends that the improvement of the basic education system is a national priority. I maintain that when management positions in the education system are not filled on time, there is an adverse impact on QCDM in schools. In this situation the Mpumalanga Department of Education's ability to implement and deliver on its learner achievement strategy is compromised as a result of categories of vacant management positions which also play a role and impact on the improvement of teaching and learning in the classroom. QE and QCDM begin long before teachers enter classrooms and therefore managers in the district office, circuit office, PED and DBE have an immense contribution to make to the value of education in the country.

Provincial, district and circuit management posts must be filled on time because the departmental organisational management model provides for strategic planning, policy making, coordination and monitoring. The quality assurance system deteriorates if government officials are not committed to their tasks of monitoring schools. In Nigeria, religious and private schools do better because of their hands-on approach (Adegbesan, 2011). Most of the countries in Africa are developing; therefore, parents may not have sufficient capital to send their learners to private schools. With this in mind, through QE, government must reduce disparity because access to education is a challenge in South Africa. Equally so, in the Maphumulo area parents cannot afford private schools which are far from their households.

Furthermore, the existence of vacant education management posts creates a fundamental management gap between the DBE and schools. This gap has a detrimental effect on the department's ability to ensure an enabling environment in which schools function. The DBE must entrench accountability system by having education line managers to account for the way in which the schools are performing in the circuit.

I therefore reiterate that for QA to properly prevail in schools, the education system needs every stakeholder concerned to be on board. The perception of QE and QCDM does not begin in the schools but schools complete the chain of good work from top management. The education system must possess quality characteristics in itself in terms of personnel availability on different levels in order to ensure QCDM in secondary schools. The discrepancies in the post establishment of public service staff affect QCDM negatively. Without sufficient numbers of subject advisors for different subjects in the education system, schools will suffer in the delivery of curriculum since they are the ones who advise school-based teachers on curriculum matters at district level.

In addition, the more acting officials in high positions there are, the weaker the QCDM, QA and QE will be. There must be permanent workers in order to produce high quality teaching and learning. National Norms and Standards for School Funding (NNSSF) provisions state that the funds of the PED must be spent on the 80:20 rule in terms of personnel against non-personnel respectively. This shows that teachers are important in the implementation of QCDM. The deviation from this principle can interfere with QE because this means that the non-personnel matters

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are not given sufficient attention in terms of provision at school. This could include learner teacher support material (LTSM) which must never be compromised if the schools have objectives of reaching QE and promoting QA. If PEDs allocate less money for non-personnel matters, it means that they promote the provision of inferior education.

2.5 THE OVERVIEW OF SOUTH AFRICAN EDUCATIONAL TRANSFORMATION

This section deals with South African educational transformation.

2.5.1 The history of the South African education system before 1994

During the apartheid period, education was political issue in the RSA. The apartheid government enforced racially separated educational facilities. This education system made provision for black and white education to be separate. In this time of segregation, there was also the type of schools known as Model C schools (instituted in 1991). Mode C schools were the best government education institutions which were partially administered and funded by parents. These schools offered excellent facilities and high academic standards. However, these schools were for certain social groups who had the financial resources. To encapsulate the education system before 1994, it was full of inequalities and discrimination in terms of education delivery to the masses of black people. Since 1994 there has been controversy and confusion for South African teachers and policy makers because there was progressivism as an educational movement for social justice. The movement demanded equitable education. In addition, we must bear in mind that South Africa introduced nine provinces after 1994 and each of these provinces had its own vegetation, climate and socio-economic issues. Poverty, HIV/AIDS and language issues remained contentious. It was clear that the education system had to be redesigned and the training of staff within eighteen racially divided departments took place. The new government had to transform policies in order to transform the country's basic education. After 1994 everything was new in the education system due to the process of transformation.

2.5.2 The South African education system after 1994

South Africa embarked on a democratic election and the way the government ran the country had to change in 1994; the education system was not an exception. There were new changes in the provision of education from primary to tertiary education level. This research does not aim to compare the country's education developmental stages but it is important to clarify South African education developments in curriculum from the time the country obtained freedom. It is important to understand the progress made in the South African education system since 1994. After broad consultation, South Africa produced the White Paper which set out the policy goals. Some of the policy goals were the development of a single and national education system. The government had to increase and broaden the participation in higher education and co-operative governance between government and institutions. The government encouraged QA in the course of quality promotion, assessment and accreditation programmes.

DBE through White Paper guided the broader transformation of South African society and the reconstruction of higher education as well as instilling the principles of equity and redress in education system. It was made clear to all stakeholders that the Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) and CAPS were not different curricula but developmental stages in the South African curriculum.

2.5.2.1 Curriculum policy: Curriculum 2005

Curriculum 2005 was introduced in 1998 in grade one and in grade seven it was implemented in 2000. The philosophy (approach) of this curriculum was Outcomes Based Education [OBE] (De Villiers, 2011). OBE is a learner-centred approach to education and it is the foundation of curriculum in South Africa. This was the most significant period in the history of South African education. All citizens of the country believed that the new education system would produce education that was free from inequality and marginalisation of black people in the country. The new curriculum requires teachers to use new practical methods and strategies of teaching. The

newly introduced Curriculum 2005 had its own challenges. Some of the challenges were teacher development and support as well as managing scheduling challenges. Other challenges were learning support materials and getting the desired results.

Furthermore, teachers faced their own challenges in the implementation of Curriculum 2005. Learning, assessment, teaching multilingual classes and planning posed difficulties to teachers (Jacobs, 2010). It was also problematic to design assessment of values, attitudes, knowledge and skills, and dealing with disparities among ex-departments on assessment practices for grades. Moreover, philosophy and methodology, social justice, human rights and inclusivity put much strain on those planning the curriculum (Jacobs, 2010).

2.5.2.2 Curriculum policy: RNCS

The National Qualification Framework document in 1996 was the first main curriculum statement of the Republic of South Africa. In 1997 South Africa published the National Curriculum for Grades R-9 in Government Notice 1445. In 2000 South Africa accepted the curriculum recommendations of the Review Committee and in July of the same year the Cabinet agreed (Hendricks, 2010).

The RNCS also resulted in a Draft RNCS for Grades R-9. This draft was made available for public scrutiny in 2001. The RNCS Grade R-9 was not a new curriculum but a streamlining and strengthening of Curriculum 2005 and to affirm the commitment to Outcomes Based Education. After the RNCS for grade R-9 was approved and introduced in 1997, it then became a policy. Therefore, it replaced the Statement of National Curriculum for Grades R-9 and in the General Education and Training band the RNCS provided and introduced the Eight Learning Area Statement (Hendricks, 2010). The RNCS for grades 7 to 9 allowed for the publication of an overview document which included eight Learning Area Statements. Thereafter the NCS was developed to deal with terms of curriculum requirements at different levels and phases in clear and simple language.

2.5.2.3 Curriculum policy: NCS

The NCS was composed of an overview document, the Qualifications and Assessment Policy Framework and Subjects Statements (Du Plessis & Marais, 2015). The NCS envisaged a learner who would be instilled with the values of and act in the interests of a society based on respect for democracy, equality, human dignity and social justice. Furthermore, the teachers envisaged by the NCS were mediators of learning, interpreters and designers of learning programmes. Methods of recording were rating scales, task lists or checklists and rubrics. Again, the South African schools' education was regarded as mediocre. The Minister of Basic Education was disappointed with the poor grade 12 results that were announced in 2013. There were complaints about over-emphasis of content in a grade as well as repetition of content in different grades in the NCS.

Therefore, the NCS was amended to CAPS. The NCS was repackaged for each subject in each grade so that it was more accessible to teachers. All topics needed to be outlined for each subject and type of assessments per term and CAPS was an adjustment to what needed to be taught.

2.5.2.4 Curriculum policy: CAPS

South Africa came up with CAPS through the recommendations of a task team and it was presented in a review report (Ndou, 2008). It was recommended that there should be uniform grading descriptors for grades R to 12. Projects had to be reduced in order to reduce the workload of teachers and learners. Learners' portfolios had to be discontinued. CAPS followed the same procedures and processes directed by the NCS. The NCS was then amended and the amendments came into effect in January 2012 (Umalusi, 2014). Relating to curriculum delivery and management in secondary schools, CAPS emphasises an annual teaching plan for all grades; assessment tasks: informal and formal; programme of assessment; recording and reporting; moderation of assessment: internal and external; teacher file; learner file; evidence of learner performance; and percentages for recording. The learner achievement is rated in terms of the percentages in the mark lists, assessment tasks and report

cards (Umalusi, 2014). With CAPS, learners must use science and technology efficiently and crucially and show accountability towards the environment

The Republic of South Africa introduced the Department of Performance Monitoring and Evaluation with an aim of promoting QCDM. The main aim was to emphasise the importance of outputs such as improvement of teacher capacity and practices. In order for schools to promote QE and QA, basic functionality; quality teaching and learning; and curriculum provision must be adhered to. Leadership, management and communication; governance and relationships; and school safety are other key areas that are important for QCDM. For a school to succeed school infrastructure, parents and stakeholder involvement are also crucial in the promotion of QE and QA. These factors are really the priorities because schools must function properly in order to produce good academic results. If a school has teachers who are not regularly developed, the school's academic results can be of poor quality. Teachers must keep abreast with technology and the school infrastructure must be safe for learners.

In support of the above vital areas of school evaluation, the Sasol Inzalo Foundation school leadership programme suggests that the principal of the school must improve cooperation with the SMT. Indisputably; the SMT plays a significant role in the management and delivery of quality teaching and learning. The DH must monitor learners' and teachers' work regularly. The workbooks for learners must be checked and signed by the DH to see if curriculum is delivered correctly and the teachers' lesson plans and master files need to be monitored to check the contents to ensure they are of a required standard to deliver a credible curriculum to learners. I am of the opinion that government policies should promote development, equity and growth in the country. Innovation and change in education continued when South Africa built a nationally coordinated and planned higher education system.

In concluding this section, I maintain that the education system of South Africa has greatly developed since 1994. This education system aims to satisfy the educational needs of every citizen of the country and make it easy to access education. These developments in our curriculum are fundamental because they made a difference in the whole education sector. It started as Curriculum 2005 and now CAPS has a positive impact on teachers and learners because these developments put more emphasis on how learners acquire knowledge. In the beginning, the curriculum with

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the learning outcomes and assessment standards was very broad but now the system is well-defined. With CAPS, South Africa has improved in terms of monitoring curriculum delivery and management. District directors with their teams are actively involved in monitoring curriculum in their areas. They visit schools with an aim to assess if curriculum is implemented properly. After these visits they share their findings with principals and SMTs to bring about improvement in curriculum delivery and monitoring.

2.6 DELIBERATIONS ON THE CURRICULUM AND SIGNIFICANT CONCEPTS

The DBE expects the circuit office, district office and PED to monitor the delivery of curriculum and management in schools under their jurisdiction. To do this, district and circuit offices use monitoring tools in secondary schools (KwaZulu-Natal Department of Education, 2015b).

During the monitoring process, officials should monitor learner achievement and curriculum provision and resources. This is important because it is a way of collecting information from the schools so that they can get assistance from different levels of education, such as the circuit, district, province levels and the National Department of Education. Therefore, during these sessions the schools need to provide sufficient and accurate information to education officials. If inaccurate information is provided, there will be no correct intervention by the DBE (KwaZulu-Natal Department of Education, 2015b).

2.7 CURRICULUM MANAGEMENT

Without the management of curriculum delivery, it is not easy to see if the correct curriculum is implemented. The PED visits schools to monitor curriculum delivery and management. They use different instruments for different purposes. The schools must to adhere to curriculum management and delivery instruments if the school wants to improve teaching and learning. Once total quality management is the norm in the education system, QCDM is guaranteed (Nawelwa, Sichinsambwe & Mwanza, 2015). Therefore, in total quality management human capital is vital and for this purpose a sufficient number of teachers must be available in schools to implement

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the curriculum. The policy on teacher deployment must be aligned to accommodate total quality management so that QCDM is realised in secondary schools. The district office uses monitoring tools depending on the level of performance of the secondary schools. T30 schools are those schools which obtained less than 30% in grade twelve learner achievement and they are evaluated with a tool for this category of schools (KwaZulu-Natal Department of Education, 2015b).

With curriculum management tools, the schools have to explain if they have implemented the school academic performance improvement plans. Each year schools need to state how they will improve results from the previous year's results; they do it in the form of developing a school academic performance improvement plans.

2.7.1 Curriculum management as an important aspect in curriculum delivery

Curriculum management seeks to monitor if a school's core business, which is teaching and learning, takes place. The school principal and DHs must have their own curriculum management supervision plan. It is the duty of both the principal and the DH to monitor curriculum coverage. The principal must ensure that all DHs and teachers have the planning tools they need to improve curriculum coverage. The SMT must provide a school year plan and the composite timetable which is CAPS-compliant. Principals and DHs cannot manage curriculum delivery if there is no curriculum management supervision plan in place because there must be scheduled dates for executing, monitoring and management of curriculum delivery and coverage. The planning tools, school year plan, composite timetable and class timetables must be available at all times in schools.

2.7.1.1 Departmental Head and Principal

This aspect of monitoring seeks to verify how the principal and DH supervise and support their team of teachers. These monitoring questions include: Are there one-on-one meetings between principals and DHs? Is there any written schedule for these meetings? Does the attendance register show full attendance? Are there

minutes? Do the minutes state the agreed upon actions with responsibilities and timeframes? Do minutes capture the agreed upon actions, responsibilities and timelines? Are there plans for staff development? Have the principal and DHs reviewed and signed off all their development plans and teachers' development plan? DHs are the supervisors of their departments in terms of subject packages; therefore, they must support and supervise their subordinates, but the principal must oversee all departments in the school.

2.7.1.2 Monitoring of assessment: principal

This aspect of managing curriculum seeks to verify what assessment plans are in place for each term and to review the school annual assessment programme. The following questions check if the principal monitors assessment programmes at the school level: Is there an annual assessment programme for every subject and phrase? Is the school on track with the assessment programme? Is there a revised assessment programme? Is there evidence that assessment results are communicated to parents? Is assessment being monitored internally? Are pre- and post-assessment moderation exercises conducted?

It is the duty of the principal to monitor the assessment programme of the school. Assessments must be moderated internally by DHs and the principal. Results must be communicated to parents so that they know the progress of the learners; and there must be pre-and post-assessment moderation at school level to promote QA.

2.7.1.3 General management at a school level

This aspect of monitoring has to do with general school management and planning because it is difficult to have quality curriculum delivery without proper planning in the school.

2.7.1.3.1 SMT and planning

It must be clear how and when the SMT meets and how they plan their activities. These are the question to be addressed: Are the SMT meetings held weekly? Is there a written schedule for these weekly meetings? Does the attendance register show full attendance? Are there minutes? Is curriculum management and assessment a standing agenda item each time there is an SMT meeting?

- Performance and target pass rate

This aspect seeks to clarify if the SMT is aware of the previous term's school performance from grade 8 to grade 12 in secondary schools. Schools must achieve the targeted pass rate so that there is learner attainment at the school.

- Staffing

This aspect of management seeks to find out if the school is staffed according to its PPN. The questions are: Is the school staffed according to its PPN and does the school have a teaching staff forecast for the next year? The principal must not let learners attend a class where there is no teacher because it endangers their lives. Learners can injure themselves or peers if they are alone in a classroom and there is no accounting officer. Therefore, the principal must make sure that there is a sufficient number of teachers at school according to PPN.

- Learner attendance

This aspect seeks to clarify how learner attendance is managed. These are the questions: Does the school have up-to-date class registers? Does the school keep records of learners whose absence forms a pattern, or learners absent for ten consecutive days? Are there learners who have dropped out? Does the school communicate with parents of absent learners? Does the school have a problem with

learner attendance? Does the school make plans and act to maintain and/or improve learner attendance?

Poor learner attendance at school can impact negatively on learner attainment and the curriculum delivery in class and this also undermines QA in teaching and learning because it is difficult for teachers to arrange recovery plans for different learners who are absent from schools on different occasions. Accordingly, schools must have their class registers up to date to curb learner absenteeism and if there is a perpetual problem of absenteeism, parents must be involved in the matter. Therefore, class registers, record of learners who had dropped out, communication channels connecting with learners and parents and plans for improvement of learners' attendance are important for a fully functional school.

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- Teacher attendance

This component addresses the attendance of teachers and their leave. These are the questions: Does the school have an up-to-date time book? Does the school have an up-to-date leave register? Does the school have a problem with teacher attendance? Why? Does the SMT make plans and act to maintain or improve teacher attendance?

Therefore, it is the task of a principal to have the attendance book signed everyday; there must be a leave register for all teachers who take leave; there must be records of teacher absences and the SMT and the principal must improve teacher attendance at school. All these aspects can affect curriculum delivery and curriculum management adversely if they are not properly managed. If teachers are often absent from school, curriculum delivery can be compromised.

- Finance

The way in which finances are managed and spent has a bearing on curriculum delivery and school functionality because the principal must provide the required material to facilitate curriculum delivery at school. These are the questions: Does the school have a budget approved by the school governing body? Does the school

have a functioning financial committee? Has the school annual financial statement been audited by a registered auditor? Does the school keep good financial records? Once the school has an unfavourable learner enrolment, the finances of the school decrease which affects curriculum delivery.

- LTSM

This component addresses the issue of the availability of LTSM and the school's system of placing orders for LTSM. Without LTSM it is difficult to implement the curriculum successfully.

- Infrastructure, safety and security

This study deals with QA and curriculum management; therefore, when the school ensures quality, all systems must be of high quality. Infrastructure, safety and security form part of the aspects which are critical for QA. The school environment must be free from danger and hazards. High academic quality in a school cannot compensate for an environment which is unsafe for learners and all stakeholders. The school must effect repairs and uphold maintenance of infrastructure to avoid danger.

QCDM needs all stakeholders in education to be actively involved in advancing QCDM. Parents, learners, teachers and school community are the relevant stakeholders for QA in schools. Principals must perform their functions of curriculum management in schools to enable teachers to deliver curriculum. DHs must perform their duties which are to monitor teachers' and learners' work. Teachers must offer curriculum to learners in a manner that encourages quality learning. Parents must assist teachers to eradicate bad behaviour among learners. The school community must support the school in realising all its goals. Finance, LTSM and infrastructure are also part of a quality education system because without them there will be no QE. Therefore, schools need to implement relevant monitoring tools to promote QA in South Africa.

2.8. ASSESSMENT

Assessment is defined as a course of action that quantifies learners' accomplishment of knowledge, capabilities and thoughts. It also involves the compilation, scrutiny and explanation of the data and information obtained. With this information it is easy to help to inform learners about their potentialities, faults and progress made as well as assisting teachers and other stakeholders in education to make decisions properly in future. It is imperative to have assessment mapped against the content and intended objectives of the subjects. Assessment can be formal or informal. Standard feedback should be given to learners on their progress; therefore, it is important for teachers to decide if the assessment will be formal or informal before developing a task.

2.8.1 Informal assessment

Informal assessment is the assessment of those tasks which are conducted on daily basis in the classroom situation. The SMT must monitor these daily lessons. In addition, continuous assessment occurs at the beginning of the lesson, during the lesson and at the end of the lesson. This kind of assessment is monitored by checking the marking, corrections and content coverage in learners' exercise books. The Annual Teaching Plan gives direction as to how many tasks to be covered per day, week, month and term.

2.8.2 Formal assessment

Teachers conduct formal assessment. Formal assessment is a logical way of assessing the progress made by the learner in a grade and in a particular subject. These assessments are part of the programme of assessment for a year. This programme of assessment includes assessment tasks such as projects, presentations and tests. The DBE conducts examination in March, June, September (Preparatory) and November (Final) each year. This type of assessment is monitored

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when internal and external moderation takes place. Formal assessments such as assignments, projects and examinations must be conducted professionally.

To do this, the school needs a sufficient number of teachers. The teachers must set papers, conduct examinations and mark the papers so that they can be submitted for moderation purposes. If the number of teachers in schools is inadequate, a poor standard of work can be caused by overhasty setting and marking of papers in order to accommodate deadlines for submission to their supervisors. Therefore, unfavourable PPN can impede learner attainment.

2.8.3 Curriculum delivery

It is a method through which the curriculum theory is transformed into concrete curriculum. Furthermore, a relevant curriculum to be offered to learners is the one that puts learners at the centre and that enhances the learners' ability. Additionally, human, physical and financial resources are fundamental to ensure QCDM. Therefore, it is clear that quality curriculum cannot be presented by teachers who are overloaded due to unfavourable PPN and this can perpetuate poor learner attainment. It is not easy to infuse a culture of efficient curriculum delivery if teachers are dissatisfied with operational circumstances. All people in the education system need to understand the essentials of curriculum if not PPN may further pose threats to QA.

2.9 SUMMATIVE ASSESSMENTS

This is an assessment that is conducted at the end of the term, study unit or at the completion of the course. DBE uses summative assessment to determine if the set aims were met. This type of assessment is used for grading purposes. This kind of evaluation in South Africa is conducted in first term, second term, third term and fourth term. To perform flourishing summative and formative evaluation, the schools need positive PPN outcome. The current PPN does not favour successful assessment because there are an insufficient number of teachers in schools. The formula for calculating PPN must change so that progress can be made in learner

attainment. Once PPN formula is amended, there may be some progress in terms of saving non-viable schools from closing.

2.10 FORMATIVE ASSESSMENT

This kind of evaluation informs learners how they have progressed with their learning and how successful the learning process is. Similarly, formative assessment gives immediate feedback to learners as they engage with instructional process in class which can necessitate quick introspection from learners. The type of task conducted must promote QE, relate to real-life situations and be a multi-faceted task. Learners must draw on many different sources and the task must encourage learners to deliver a quality performance. The task must involve collaboration between learners. The class as a whole must be able to evaluate the significance of the task and the task must create a learning opportunity for learners.

Examples of formative assessments are observation, conferences, questioning and drawing concept maps. Therefore, formative assessment must relate to real-life situations and allow learners to apply their knowledge. Formative assessment creates positive social change as learners develop the ability to increase learner attainment. Feedback is the central feature of formative assessment and it advances learner performance.

It is very difficult for an overloaded teacher to teach classes and set tests and examination papers, plan projects, manage the class as class teacher and control teachers' work in a manner that promotes and encourages effective practices. Therefore, quality curriculum delivery and management are compromised. If DHs and teachers are overloaded, laws and regulations are subject to a compromise in most cases. In this case, I do not imagine learners attaining sufficient knowledge, skills and values in a school where curriculum is not properly delivered and managed.

In the same way, Chief Education Specialists must be knowledgeable about current curriculum and assessment practices as well as instructional leadership. When

assessment tasks are developed, certain key verbs are fundamental so that the learner can understand how to answer the question. Some of the key verbs are define, determine, analyse and distinguish.

2.11 CURRICULUM

Curriculum refers to the subject matter that is designed for classroom situation and learners must engage with the subject matter or content manufactured for teaching-learning process. Curriculum consists of deliberate and focussed learning experiences intended for individual growth and societal ability of learners. Curriculum refers to all learners' experiences in school which are aimed at bringing about leaners' individual growth in terms of knowledge and skills. Curriculum produces an engagement between teachers, learners and the subject matter in a school situation. Teachers teach, assess and give feedback to learners and parents. As a researcher, I feel that it is important to clarify the perspectives of curriculum as they relate to a learner, teacher and teaching methods. The curriculum perspectives are rationalist, empiricist, pragmatist and phenomenologist (Tan, 2010). The rationalist perspective suggests that true knowledge is a series of revelations that are comprehended by the mind.

I maintain that the type of curriculum offered to learners and how it is offered has a bearing on learner attainment in schools. The theories behind the delivery of curriculum are important because they show how curriculum impacts on learners. Indeed, these perspectives are catered for in the current curriculum of South Africa. Most importantly for me, I agree with pragmatists and phenomenologists in terms of knowledge being personal and socially constructed as well as knowledge being personal and subjective. With the curriculum that accommodates the two perspectives, QCDM is guaranteed to occur in terms of content and methods of teaching if all other factors are supportive. Therefore, I believe teachers need to teach in such a way that learners construct their own knowledge and the methods of teaching and the nature of class activities must promote socially and individually constructed knowledge. It is for these reasons I maintain that teachers must allow individual effort in class and sometimes allow group work, and that curriculum

delivery to learners must be learner-centred. With unfavourable PPN at school, it may be difficult for teachers to deliver quality curriculum.

In the context of this study, it is also fundamental to explain the following types of curriculum. **School curriculum** refers to the grouping of subjects which are offered at school for teaching and learning. A **subject curriculum** refers to the content taught within an ATP for all subjects offered at school. **Co-curricular curriculum** refers to esteemed teaching performances that sustain learning outside the school programme, which the school promote and uphold. **Experienced curriculum** refers to what learners really discovered as a result of all the didactic school activities.

The subjects that are offered at school are part of the curriculum. The vision and aims of the school have to include personal, social and academic outcomes. Therefore, learning does not start and end in classrooms. Subsequently, learners' experiences are not the same as the written objectives of the curriculum. It is a result of a multifaceted network of inter-reliant elements such as the school's vision, school management, and the school's operational structures.

The question which needs to be asked is what kind of teacher is able to deliver quality curriculum. Therefore, I claim that the teacher must be a quality teacher in order to deliver quality curriculum in class. However, for me, a quality teacher does not mean the best teacher ever, but a teacher who is always available for learners in class and teaching the relevant curriculum according to the directives of the ATP in a particular year and grade. Moreover, a teacher must be the master of his or her subject matter. Being the master does not mean everything is memorised and recalled, but an able teacher knows how to look for relevant information to provide to his or her learners and also provide opportunities for learners to make judgments on content taught. In actual fact, a lifelong-learner teacher is a quality teacher who is able to create an environment where learners can think creatively and critically to solve problems. According to my perspective, a quality teacher is the one who does not promote rote learning. In light of the above, it is true that school curriculum planning is a constantly sequences of intended educational occurrences because the curriculum is designed at school every year due to sequencing.

In the same way, QCDM needs a special kind of teacher to serve its purpose and it needs teachers who are positive, in charge and resourceful. To do this, teachers

must have mastered their subject matter, teach for understanding and coverage, and connect learning to the real world. Moreover, teachers must promote scaffolding in QCDM. In addition, teachers must be able to model problem solving and practise the mentoring activity. Therefore, they must understand and apply assessment methods for different purposes, use a variety of creative teaching strategies. Teachers must also collaborate and support their colleagues. These are the attributes of teachers needed to put the curriculum into practice, but more should be said about the kind of a learner who can cope with quality curriculum delivered by quality teachers.

I am of the opinion that if QCDM is well maintained in schools they will be able to produce quality learners; therefore, a teacher and subject matter must be of good quality and the following are the attributes of the teacher and envisaged learner respectively under QCDM. Teachers must be accountable to stakeholders and develop their ability to learn. In addition, positive school atmosphere and culture can positively influence QCDM at school. It is also true that the success of the school curriculum will also rely on effective and active learners in their classes. Therefore, teachers, learners and subject matter taught by teachers in classrooms are the main components of QCDM in the classroom situation.

QCDM must produce learners who display certain kinds of characteristics. Learners need to be instrumental and reflective in their learning. Reflective learners will have attributes such as constantly monitoring what they are doing and producing appropriate responses. Furthermore, I believe that QCDM must produce learners who are critical thinkers, have good communication skills and who can collaborate with other learners. Having these skills may further help them to evaluate conflicting information, testing inherent assumptions and validity, make judgments, draw conclusions and reach solutions.

Apart from teachers and learners' attributes, another aspect that is fundamental in QCDM is leadership. The leader is the person who plans, implements and monitors the educational systems at school with an aim to improve the teaching of learners. Therefore, teachers and the SMT need to provide effective leadership in order to ensure efficient curriculum delivery and management in schools.
Furthermore, when curriculum is planned, QA policies and practices must be kept in mind. QA policies and practices should be suitable, clear in intent and easily

understood. The adherence to the school's QA policies and the areas which need additional QA policies and practices should be identified. Therefore, teachers must never go to classes without proper planning of their lessons because the delivery will never be of high quality.

After planning curriculum for the school, the efficient implementation of QCDM is essential at school. Teachers, as they implement curriculum, must attend to the aims of the curriculum. Teachers must teach from the ATP and cover all prescribed content and skills. Teachers must keep evidence of using a wide spectrum of suitable teaching methods and learning activities in their files. Teachers must hold on to the evaluation aims and assessment methods. The subject matter of the subjects must be accurately executed and supported. The lessons in class must be differentiated to meet the needs of individual learners. The views of learners must be considered when teaching takes place in class. Teachers must provide sufficient resources which are suitable for the level of study.

For teachers to implement QCDM successfully, they continuously need professional development as there have been many changes in the South African curriculum since 1994. The aim is to engage teachers in appropriate specialised development actions to guarantee flourishing carrying out of the prearranged curriculum. Therefore, human resources and facilities in secondary schools are essential in providing QCDM. The factors such as school facilities and resources, administrative resources and library are very important for QCDM. I further argue that formal examinations need to be written in schools and teachers must be qualified to deliver quality curriculum. The schools must be enabled to appoint an examination officer within the school to manage the administration of any examination offered. The examination officer must have a process in place to make sure that his or her duties are in line with curriculum requirements. The Department of Education examination requirements and procedures must be strictly adhered to. The availability of mechanisms for checking accuracy and completeness in curriculum delivery must be in place at all times. Educational policies must be in place to ensure that learners' work is authentic.

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2.12 CURRICULUM MANAGEMENT

This refers to the management of teaching and learning processes and procedures. It is the way in which schools obtain, arrange and understand school teaching and learning programmes within the school situation. In this study, curriculum management refers to monitoring of planning, organising, controlling and providing leadership to teachers by SMTs in the actual teaching and learning in schools. It also has to do with checking if policies of the DBE are followed at all times when teachers deliver curriculum to learners and to check if teaching and learning takes place in class. Principals are obligated to monitor curriculum delivery and management in their schools. Then, DHs must manage curriculum through their teachers who must manage learners' work.

Curriculum management has to do with enhancing scheduling, execution, supervision and assessment. The aim of curriculum management is to ensure prosperous teaching and learning and to encourage learner accomplishment. In curriculum management, managers must know their environment very well in order to succeed in managing curriculum. Mathews (2014) states that curriculum management is complicated for all managers but managers must apply the dimensions of instructional, distributed and social justice leadership theories. This theory embraces positive change, collaboration and accommodation of diverse learners. When talking about curriculum management, it is important to understand curriculum planning as well as curriculum development. Curriculum planning is concerned with questions such as what will be taught, how assessment will be done and what resources will be needed.

Curriculum development refers to development and generally has to do with what happens before the development of materials and the carrying out. For a curriculum development to be successful and schools to be victorious in curriculum delivery, teachers must participate in curriculum development. The schools must involve teachers in the subject curriculum design at school level and at different levels of curriculum development. Teachers' expertise, knowledge and experiences make them essential to any curriculum development activity.

The principals must improve on their curriculum planning practices. As principals practise curriculum planning they must organise, control and coordinate school curricula. Principals must read expert journals and monitor their peers. Principals must also participate in seminars to help teachers carry out excellent task in the curriculum planning and management practices. In view of the above, principals must assume the roles of being the curriculum managers in the curriculum management process. The principal is a leader therapist, the principal conversationalist and the coach of teachers.

To simplify his or her tasks, the principal may delegate some duties to the deputy principal, DHs, and senior teachers within the school. The principal is responsible for achieving the objectives of the organisation within the bounds of his or her authority. Thus, the person in the best position to perform sustainable QA in the secondary school system is the principal who possesses a wide spectrum of competencies. Thus, all school principals are strongly advised to perform their supervisory tasks. They must create a positive situation where teaching and learning take place. Schools must provide leadership in programme development and foster a team spirit among teachers. School principals must integrate organisational goals and community goals. In addition, it is the significant duty of the principal to administer the school curriculum delivery and strengthen the curricular quality control.

Certainly, there are different curricular principles which inform curriculum at all levels: the curriculum design creates a framework that guides educational decision-making at all levels; curriculum must be tightly aligned, well-written, and properly assessed to negate socio-economic status; and all stakeholders must participate appropriately in the curriculum development process, including teachers, principals, administrators, learners, parents and community. The curriculum must be accessible and manageable and assessed regularly at all levels such as provincial, district, classroom and individual learner level.

The principal must bear in mind the importance of quality instructional design and implementation of quality curriculum delivery processes. Pre-tests and post-tests are fundamental and critical components of effective curriculum delivery. Teachers are encouraged to use creativity in their curriculum delivery strategies. Proper materials must be selected by the curriculum development team in order to provide high

quality curriculum in secondary schools. Teacher development is planned and implemented to prepare teachers for quality curriculum delivery to learners.

Schools must have strong leadership and management in order to achieve curriculum management. Effective schools must have a culture of continuous improvement and high expectations of learner success. Strong parent and community involvement create an atmosphere of positive work relations which support QA and QE. Teachers are able to teach effectively and learners learn without any interruptions. The schools must have adequate curriculum resources in order to promote QE and ensure quality in the academic results. All the above elements of effective teaching can promote QA in curriculum delivery and management. As a result of its development, the CAPS was formulated. CAPS is expected to endow learners with knowledge, skills and values necessary for self-accomplishment and significant involvement in the social order as citizens of democratic country.

I therefore believe that it is crucial to have all resources, professionally developed teachers and infrastructure available at all times in order to promote and maintain QCDM. It is not easy to realise these aims of CAPS with an ever-decreasing PPN. The lower the number of learners enrolled, the smaller the financial allocation received by the school. This also makes it difficult to have sufficient financial and human resources at school. It must be noted that curriculum cannot be implemented and managed properly if challenges of resources and financial constraints exist in schools (OECD, 2012). As much as the curriculum of South Africa is effectively and efficiently implemented and managed, there are challenges on certain issues. It is stated that there are challenges in achieving QE because teachers need to find a balance between superior principles and ground actualities.

2.13 SUMMARY

In order to promote QCDM in secondary schools, teachers, DHs and principals must ensure that they monitor teachers' and learners' work. The way in which QCDM is ensured is to check learners' exercises books, portfolios, class work and homework. Therefore, the monitoring of QCDM is fundamental in promoting QE in secondary

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schools. It is true that educators are the drivers of curriculum delivery in schools. Teacher development can play a crucial role in promoting QCDM. Other stakeholders such as subject advisers, circuit managers and Chief Education Specialists can contribute immensely to the provision of QCDM in secondary schools. Although these stakeholders can play an important role in QCDM, the formula for supplying teachers to schools does not do justice to educational needs because it mostly concentrates on the learner enrolment. In this way some schools are without sufficient teachers which impacts negatively on QCDM.

In the subsequent chapter, the PPN as DBE policy on equitable distribution of teachers will be discussed in detail.

CHAPTER 3: THE INFLUENCE OF POST PROVISIONING NORMS ON QUALITY ASSURANCE

3.1 INTRODUCTION

This chapter intends to explore and describe the implementation and influence of the concepts PPN and QA in the context of curriculum delivery and management in secondary schools. PPN forms part of a departmental policy which deals with the distribution of teachers to schools. Teachers are distributed according to factors such as number of learners enrolled, curriculum, the level of poverty in the area and redress. This includes procedures followed in the identification and placement of teachers who exceed post establishment. The circuit management task team, district task team and provincial task team have a part to play in the placement of redundant teachers in new schools.

The procedure for the identification of teachers who are excessive according to the post establishment norms has different stages. The DBE issues all schools with a PPN certificate towards the end of the year. The PPN certificate states the number of teachers who may be appointed at post level one, post level two, post level three and post level four. Thereafter, the principal must follow proper procedures to identify the teachers who are redundant according to post establishment norms. Makhoba (2018) maintains that if the PPN certificate is released too late in the year, it jeopardises proper planning for the following year, undermines strategic planning efforts and it may not be possible to deploy teachers in time. Furthermore, releasing the PPN very late in a year has a negative impact on teachers' duty load satisfaction. It is therefore advisable to release the PPN certificate earlier so that incoming and outgoing teachers can have sufficient time to prepare and schools have the necessary teachers when they reopen in January. Different factors can make PPN changes in schools. The Gauteng Department of Education (2016a) states that the operational requirements for schools are based on the following but not limited by:

1. Change in learner enrolment
2. Curriculum changes in a school
3. Change of school grading
4. The closure or merger of schools

With the above procedures in mind, the principal may recommend that redundant teachers be kept at current schools if in the near future there would be a vacancy at the school. This period must not exceed six months and all these processes must take place after a staff meeting has been held. The reasons for a vacancy in the near future may be that teachers leave due to retirement, promotions and employer-initiated discharges. In these cases, the date of discharge is known (Gauteng Department of Education, 2016a). These factors are not the only factors considered in PPN determination. Policy is what a government decides to do or what not to do and it relates to decisions on action or inaction which are expressed through executive statements, policy discussion, written documents and administrative circulars (Anyebe, 2018). In order to make a link between PPN and QA, it is necessary to give details on how teachers are declared redundant according to the post establishment norms. It is also imperative to highlight the factors considered in teacher post establishment processes and how PPN are implemented in secondary schools.

The post-apartheid education change was remarkable in magnitude, coverage and orientation, and the new government dismantled the previous segregated education racial order (Sayed, 2008). South Africa's governance and the policies must have an element of redress; UNESCO (2008) also points out that education policy transformation in South Africa after 1994 was really needed. The whole curriculum structure was revised from a rigid subject-based direction to an outcome-based one. The policy transformation incorporated education and training through the NQF and the higher education setting was changed by integration and closing down other institutions. There was a change in the management of schools which included the private sector and new values-in-education programmes were created. Inclusive education now includes the mainstreaming approach to Special and Early Childhood Education.

Therefore, it is important to understand how DBE policies affect society. It is for these reasons that I decided to embark on this study because as schools perform their daily tasks they must preserve QA in curriculum delivery and management. In addition, it is important for public administration institutions such as schools to have policies which are in line with the functions of the state organs as encompassed in the South African legislation.

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3.2 THE INTERACTION BETWEEN PPN AND CURRICULUM DELIVERY IN SECONDARY SCHOOLS

In public administration there will always be the interaction between the stakeholders on policy issues. Likewise, secondary schools apply PPN as a policy for teacher distribution in all public secondary schools. At school level principals are important because they implement policies.

3.2.1 Policy framework

OECD (2017) suggests that Policy Framework on Sound Public Governance intends to provide governments at different levels with integrated diagnostic information and guidance to design and implement public governance reforms that can improve and sustain the wellbeing of the country's citizens. This policy framework suggests that all reforms in public governance approaches must respond to multifaceted and multidimensional challenges for the citizens. As public governance reforms its policy-making, it must adopt Sustainable Development Goals so that the country's conditions are taken care of. It is suggested that governance reform in most cases is regarded as a tool to reduce expenditures instead of being the means to solve intricate policy challenges (OECD, 2017). Therefore, I suggest that when the country reforms its policy, more emphasis must be on how well the challenges of citizens can be solved rather than how much the country can save.

The European Commission (2020) suggests that the quality of a country's governance and public administration is essential in promoting economic growth and the welfare of its citizens. Public governance must adjust to changing circumstances in the country. Strong and effective public governance is fundamental when reforms in public policy-making are implemented. The public governance needs to strengthen the steering, synchronisation and planning to ensure effective public management (European Commission, 2018). Therefore, it is imperative for public administration to monitor reforms so that strategic issues are identified. It is for these reasons DBE is encouraged to implement functional reviews to analyse public policies to encourage efficient and effective public governance. In this context, PPN needs to be reviewed

so that all schools have the required number of teachers so that QA is always upheld.

For DBE as a public administrator on education policy issues, different theories on public policy processes are important for efficient public policy-making. Theory is defined as a group of interrelated thoughts, descriptions and plans that present a logical position of observable fact by detailing relationships among variables, with an aim to describe and predict the phenomena. Theory is a systematic and formalised expression of previous interpretations, and is extrapolative as well as logical.

In consideration of the public policy framework in public governance, Anyebe (2018) suggests the following public policy theories.

Elite theory: In this theory public policy is viewed as the preferences, priorities and values of the influential group of leaders. The elite group is divided into governing and non-governing groups. People who possess unique qualities such as skills, wealth and intelligence are supreme; therefore, they are in supreme leadership and many other people of the population are destined to be ruled. The critics of elite theory suggest that the relationship between political elites is based on the centralised power and affluence in an intra-group network. In addition, this theory promotes strong family relations but poor elite circulation. I believe that it is good to have people in public administration who have different skills and competencies but it is inaccurate to suggest that the masses do not have knowledge about public policy-making. The public administration must aim to serve society, and not to be preoccupied with power. Public policy must never at any given time produce citizens who are destined to be ruled. Public policy must produce citizens with leadership qualities so that they can make a big contribution to nation-building. It is easy to lead a person who possesses leadership skills and qualities because he or she understands what is required of a leader and follower.

Group theory: This theory posits that public policy is the creation of group effort and public policy is the balance attained within the group struggle at any given time. This theory represents a balance between the factions which are within the group. These factions try by all means to win. With this theory, the important factor is the interaction among groups in politics. Public policy is an impermanent point of compromise reached during the competition phase among the groups. The power of

one faction depends on how powerful it is in terms of counteracting the others. Those who win the competition are the ones who determine the pattern of allocation of resources. Thus, with this theory the core includes the dynamic balance attained by the struggle between various groups.

In this regard, the legislature is regarded as a referee to inter-group struggles and ratifies the victories of the triumphant alliances. Under this theory, public policy-making is influenced by numbers of group members. It is true that in parliament there are different political organisations and decisions depend on voting. The struggle is about which group is more powerful than the other ones. This theory supports the reality we have in South Africa since there is constitutional democracy. However, a certain group may win the votes but it must serve the whole nation and listen to all citizens of the country. Policies must not discriminate against the citizens who fall in an unsuccessful group. Public participation is vital in public policy-making processes. At school level policies must not favour those who are wealthy and rich because they have the means to take their learners to former model C schools where there is a large learner enrolment.

Systems theory: This theory refers to a system of interactions in the society through which authoritative allocations are made. This is executed in the form of policies and decisions. This theory has various major characteristics. The characteristics are regularities and verification. Policies are regarded as a political system's response to demands that come from the environment. The political system in this regard is the interconnected institutions in the society that make authoritative allocations of values that bind the society. The outputs of the political system are laws, rules and judicial decisions. This theory allows the environment to provide inputs to the political system. The political system then converts those inputs into outputs. I agree with these citations because public administration must not make policies which are not informed by what people on the ground want. This theory on public administration concurs with phenomenologists as they suggest that reality can be described by those who are involved in a phenomenon. There must be more public participation so that public administration can decide on meaningful policies.

Institutional theory: Public administration for many years has been concerned with the study of government institutions and political parties. This theory emphasises formality and legality of the government institutions which is about formal structure,

legal powers, rules and duties. It deals with legislative-executive relations. This theory highlights the conduct of partakers in policy-making realities. There is little concern about the relationships between government department and public policy and this approach to policy-making is stagnant and prescriptive in nature. It is correct for public administration to be prescriptive and apply the laws of the country in its systems. The government institutions must promote and apply the South African legislation in its administration but there must be an emphasis on the relationship between the government departments and public policy implemented in the country. Government departments must be flexible when making policies. There must be a positive change in public service as stagnant public administration cannot lead to required nation-building.

Incremental theory: This theory advances restricted changes or additions to existing policies and it views public policy as a furtherance of past government policies with only additional alterations. With this approach, a restricted number of policy choices are examined and each available alternative to policy-makers makes a small change in the status quo. This approach is regarded as realistic since it acknowledges that policy makers do not have enough time, intelligence and resources to scrutinise all choices to existing challenges. In some cases, public administration may not need to overhaul policies but just to add to them or make slight changes. However, in other cases public policy may need to be overhauled; therefore, this model may not be applicable. In cases where the policy works well but needs some minor changes or amendments, this model is totally acceptable. But it is inaccurate to suggest that public policy is the furtherance of the past regime because in South Africa, after a long period of apartheid, democracy prevailed with totally new dimensions in terms of policy.

Rational-choice theory: This theory is known as public-choice. This theory refers to the application of micro-economic principles to the analysis of political behaviour. In this approach voters and political parties are rational actors in the decision-making process and they seek to maximise the achievement of their preferences. This theory suggests that parties develop any type of policy as long as they win votes. This theory promotes logically-sound decision-making in the public administration. The notion of promoting sound decision-making and having voters as central actors in public policy-making decisions is acceptable though winning the voters at all cost

is not acceptable. Policies must be legitimate and promote justice in the society. The society is allowed to make their choices on policy matters.

With all these models or theories in mind, I contend that they are all useful in public policy-making though they must be applied cautiously. Elite and group theories may not yield required outcomes if not circumspectly adopted because they may promote different divisions or factions within the society and the divided society cannot achieve its goals.

3.2.2 The nature of QA in the education system and the implications of PPN for QA

As the theories above explain the relationship between the public policy and public administrations, I contend that the provision of QE to learners is a policy issue. The way teachers teach is partly influenced by how best and frequently they are supervised. QA in the education sector refers to the successful supervision of curriculum delivery in schools to ensure efficiency. One would affirm that the worth of an education system cannot go beyond the excellence of its teachers; therefore, teachers must be distributed to schools in an unbiased manner in order to ensure high quality education. In promoting QA in curriculum delivery and management, the implementation of class visits, daily assessment and checking of lesson plans play a critical role in the achievement of learners in secondary schools. This supervision needs DHs to control teachers' work. Therefore, equitable distribution of teachers is a key component in the increase of educational quality. By impartial distribution I mean fairness in terms of taking into account the socio-economic issues of the schools and the location of the school geographically. Schools may be in rural area but the situations differ from one school to another. Poor areas must have high weightings which can help in providing more teachers for a poor school which is distant from resources.

In order to explore the influence of PPN on QA, quality in education needs to be defined and discussed further. Therefore, *quality* is defined as a fragmentary process which ensures the delivery of decided principles and these approved standards must ensure that every educational institution achieve an excellent subject matter and

results. As cited in chapter 2 (section 2.2.1), QA in education is defined as the mode through which excellent provision of education is realised.

QA needs to cater for educational process and the authentic experiences of the learners. Teachers and principals must account for not implementing and managing curriculum properly at school level. They must ensure quality in curriculum matters in schools so that if improvement in their functions is required they must achieve it. I agree with Almadani, Reid and Rodriguez (2011) when they suggest that in order to achieve QA in curriculum delivery one must focus on the processes of teaching and learning as well as management of curriculum. I disagree with the idea that an examination is the only important determinant for quality teaching because some learners may perform poorly in the examination after receiving high quality teaching. If processes are of high quality but learners perform poorly in the examination, it is easy to tell that the reason for this was not poor-quality teaching but could be the learners themselves. Therefore, processes and procedures must be assessed for high quality and good teaching does not always produce good examination results; thus, excellent performance in examinations is not a first-class pointer of high quality teaching.

Teachers in class need to respond to learner learning processes, multiple task contexts, scaffolds and appropriate feedback on learners' task engagement. Therefore, the DBE must design policies that allow educating and training teachers so that they can assist learners to acquire the required competencies needed in current societies. Teaching in class must respond to learners' traits such as social and economic status. Therefore, the teaching and learning situation must embrace diversity among learners. In order to explain QA at school level, Almadani, Reid and Rodrigues (2011) suggest the figure below:

The
Subject

The
Curriculum

Assessme
nt

The
Resources
available

**Factors
Affecting
School**

Outsid
e

Inside
factor

Mechanical
factors

Teacher
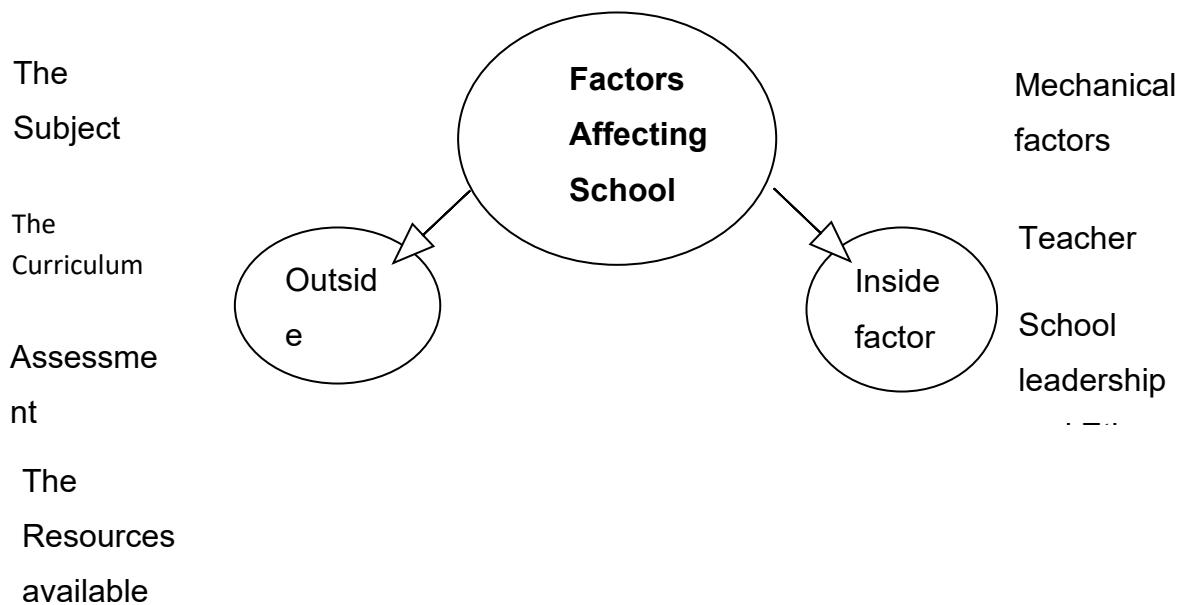
School
leadership

Figure 3.1: Factors affecting school quality

To measure quality in teaching and learning is not easy because there are different factors which are at play. Inside factors are easy to control because they are within the school but outside factors are difficult to manage. Therefore, to realise QE and QA in this case is not easy. In order to achieve QA in schools, quality teachers are needed and the school must have quality school leadership and ethos. In addition, the DBE must provide sufficient resources to schools and the national assessment must be of high quality if the DBE aims to achieve QE (Almadani et al., 2011). Planning and preparation by the teacher in instruction design, favourable classroom environment, quality instruction received by the learner and the professional attitude of teachers are fundamental in the achievement of QE. If the school is not provided with enough teachers through PPN, then it is difficult for schools to maintain QA and achieve QE.

It must be in the culture of secondary schools to promote and maintain QA with an aim to achieve QE. In the procedures of the secondary schools QA must be the norm and by so doing the curriculum can be delivered and managed properly which in turn may be evident from learners' performance in schools. I believe if quality is not assessed, controlled and ensured, secondary schools may not fulfil their rightful purpose of bringing about betterment and adulthood in learners. The interrelated factors such as rate of recurrence of assessment, excellence of assessment, and

financial management influence the excellence of education in secondary schools. If the above-mentioned factors are accessible, properly exploited and adequate there is a possibility of QA in schools.

It is apparent that a sufficient number of teachers in schools enhance QA and QE and therefore I argue that the current PPN formula is not helpful if it allows the severe reduction of the number of teachers in such a way that the school reaches a point of no return to normality if the learner enrolment continues decreasing. Most teachers in our schools deliver curriculum in General Education and Training without having sufficient knowledge of the subjects. General Education and Training is the foundation of QE in secondary schools; if grade eights and nines are not well taught, grade 12 results may be adversely affected.

In addition, poor rural and remote schools must have a better rating to avoid the closure or merger of schools because all areas deserve to have at least one primary and secondary school. If there are not enough teachers, there is no frequency in assessment, there is no quality in the assessment tasks due to time constraints, and there is no proper curriculum implementation. The decrease in learner enrolment interferes with the financial allocations of the schools which can further jeopardise the maintenance of infrastructure in them. Learners tend to leave underprivileged schools for more affluent schools and this prevents underprivileged rural schools from offering a variety of subjects due to low learner enrolment. Thus, poor learners are deprived of their curriculum delivery needs which the DBE claims to satisfy. To provide better resources, the DBE introduced NNSSF to uplift and bridge the gap between poor and rich schools but it did not help poor schools because impartiality is not yet realised.

In the end, due to difficult circumstances, the education provided to learners is not of quality. Therefore, as I have mentioned, I am of the opinion that, when talking about QA, we talk of quality in processes pertaining to the teaching, learning and management of curriculum and not about the examination of outcomes. I maintain that assessment strategies must be appropriate, feedback to learners must be of high quality and records must be kept in order to realise QA in secondary schools. Thus, in order to successfully apply QA, the school needs teachers to do this but with the unstable PPN it is difficult to realise all these important elements.

3.2.3 Effect of post provisioning norms on curriculum delivery and management

PPN has different repercussions for different schools, education officials, principals, DHs and teachers in the Maphumulo circuit management centre. This section deals with my experiences as a teacher and DH who is also actively involved in curriculum delivery and management in a secondary school. This section also scrutinises how PPN impacts on QA in curriculum delivery and management. Teaching and learning practices are more affected by policy interventions than any other factors related to learner learning outcomes. Teaching process requires subject matter and the ability to lead learning through intended engagement for stipulated results and in this process teachers use different strategies and monitor learners.

Teaching devoid of learning is a worthless opportunity and a huge unfairness and the World Bank report highlights that third-grade learners in Kenya, Tanzania and Uganda were unable to read and understand a simple sentence in English (World Bank, 2018). Again, in India, almost three-quarters of learners in grade 3 could not solve a two-digit subtraction problem such as 20 - 5. Therefore, it is recommended that all developing countries resolve this crisis. World Bank chief economist, Paul Romer, relied on evidence of comprehensive discussions in twenty countries to suggest that learning must be assessed in such a way that it becomes a measurable goal; countries must make schools work for all learners; and countries must mobilise everyone who has a stake in learning. Santos (2009) suggests that education can be achieved only if learners from different backgrounds have equal opportunities to benefit from QE. Cai & Wu (2019) maintain that the big gap between urban and rural education is deep-rooted in the unevenness in educational attainment, school quality and the returns to education.

In concurring with this, it is difficult for a country to develop if its citizens are not educated but effective education efforts need appropriate funding for different types of resources. It is a reality that motivated teachers can advance quality teaching and learning in secondary schools and therefore without teachers in the school system there will totally be no quality learning.

Furthermore, teachers are important instruments in schools and the pivots on which the educational process balances. DBE must invest more in the distribution of adequate teachers to schools so that QA can be achieved. The education policy on teacher distribution to schools must be efficient in order to promote quality output in teaching and learning. However, teachers can contribute positively or negatively affect QA since they implement the quality of curriculum delivery and formulate educational policies. Human resource is unevenly spread in Middle East and North Africa as well as South Asian regions. In these countries secondary education is not well emphasised.

The access to QE is strongly connected to affluent households in South Africa. In rural areas parents cannot afford to enrol their children to distant schools after the closure of schools in their areas. These schools are closed because wealthy parents send their children to urban areas and the rural areas are left with a few learners which lead to the closing of schools. According to the OECD (2018a) the curriculum must guarantee equity while innovation and careful planning and alignment are critical for successful execution of transformation.

Odhiambo (2008) conducted a study with the aim to examine issues that relate to quality and QA in Kenyan schools and to identify why the Kenyan government fails to achieve QE. This researcher wanted also to trace the process for ensuring accountability of teachers in the education system. The study found that the poor quality of education was not as a result of teachers per se but as a result of management practices and other government policies. The study suggested that the evaluation of teachers' work must not be separate from professional development because quality is determined by all stakeholders involved in teaching and learning (Odhiambo, 2008).

There are numerous transformational changes in the South African education system though some parts of the country do not enjoy this remarkable change. This problematic occurrence reflects on the quality of instructional leadership in schools. In addition, the study conducted in these schools investigated the quality of leadership among school principals in this area. The study found that lack of a school improvement plan, isolated teacher teams, and poor instructional leadership

styles are the causes of these challenges. It was suggested that these schools must improve on communication skills, mentoring, monitoring and support for SMT. Schools must have a functional school improvement plan, quality instructional leadership and good communication in order to monitor curriculum delivery.

3.2.4 The brief experience of the researcher on PPN implementation and quality assurance

I was a teacher and DH in my school. I was the DH for the Commercial Stream. The school had eight teachers including the principal. The school had two subject packages, namely, Science and Commerce. Science stream in grade 12 had its own subjects. The Commerce Department had English and Isizulu languages, Mathematics, Life Orientation, Accounting, Economics and Business Studies in grade 12 and as a DH I supervised two subjects, which were Accounting and Economics.

In 2017 we had to adjust our subject combinations to cater for the space which opened when one teacher was declared superfluous according to post establishment norms towards the end of the year 2016. In 2017 we were one teacher short and without a doubt there were detrimental effects on quality curriculum delivery and management. Teachers had to carry the workload of the teacher who had left due to PPN changes. I therefore assert that it is not easy to maintain QA under these circumstances.

I was a DH in my school but this was only on paper because in practical terms I worked as a post level one teacher. This caused problems because I did not have time to monitor teachers' work efficiently since I struggled with my own duty load. DHs are supposed to teach fewer periods so that they get time for monitoring curriculum in classes and checking teachers' files and learners' exercise books. As a DH I taught from grade 8 to 12. In grade 9, I taught three subjects, namely, Life Orientation, Social Sciences and Creative Arts. Life Orientation is one of the most important subjects because it is about the life of the learner who is growing up. If this subject is not properly delivered and assessed, learners will struggle to adjust their lifestyles as they grow. Life Orientation has a practical and theoretical aspect in

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terms of its content. In addition, I taught Business Studies from grade 10-12 for four hours per week for three grades and this had its own demands. I did not have sufficient time to manage curriculum delivery sufficiently and effectively. I even had more periods than some post level one teachers which was problematic in QA. The Social Sciences I taught was not my specialisation. Currently, I am the principal but I teach from grade 8 to 12 because some teachers left due to PPN. In grade 12 I currently teach two subjects and three other teachers teach from grade 8 to 12 with two subjects in grade 12.

For a school to provide QE, it needs to have sufficient resources such as teachers, finance and support staff. In addition, when the posts of teachers are established, the learner enrolment, curriculum and budget/financial reserves must be considered as the key strategic factors. However, it is not enough to consider only these factors because there are situation-specific factors in different schools and communities. It is also important to know how PPN works and understand the terms used when dealing with PPN. When PPN is determined, the budget of the DBE and PED is considered seriously so that they work within their means.

It must be comprehensible that this study is based on PPN for teachers and QA but any matters which interfere with QA are important in this regard to address quality within the education system. The DBE poses indirect and direct challenges to QA in secondary schools. Some challenges emanate from teachers' unavailability or reduction of teachers which interferes with quality teaching and learning in secondary schools. Indirectly, the employment of public service staff interferes with QA in secondary schools because it includes subject advisors of different subjects and office-based managers. In this way, subject advisors are office-based but without them difficulties may arise in the delivery of QCDM.

PPN takes into account the learner enrolment at the school; however, I find this unfair because learners choose schools for different reasons. In support of this, Kadt (2011) states that almost 60% of learners attend a school outside their area of residence and less than 20% of learners attend the school nearest to their home. This means that schools can have good plans for QA in teaching and learning but learners choose the school they want to attend no matter how hard the school tries to please. To complement this claim, the Department of Basic Education (2011) argues that rural schools are greatly affected by learner migration in such a way that

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some schools face the possibility of total shut-down because they are non-viable and this is a provincial discourse.

In some secondary schools in rural areas there is persistent poor learner attainment. There are different causes of this poor learner attainment in secondary schools. Unsuccessful policies at school level such as weak organisational structures and underdeveloped managerial skills as well as problems in implementing government policies are the causes. Lack of resources is one of the main challenges which challenge QCDM and QA because without resources such as teaching aids the school cannot perform its tasks fully. PPN results in reshuffling of teachers which affects planning, staffing and functionality of the schools. Moreover, the execution of PPN causes learners' poor academic performance.

It is a true that in South Africa access to QE is the main source of learner migration. It is unfortunate that some challenges of QE and QA are indirect. There has been an outcry that in South Africa there are not sufficient financial resources to employ enough teachers, which is cited as the one component that jeopardises QE in schools. Schools are able to get teachers per allocation from the DBE which does not provide sufficient teachers in schools if learners have migrated to another school. In South Africa, there are different categories of schools in terms of the availability of resources. There are rich and poor schools in South Africa therefore poor schools suffer the most when it comes to QA due to insufficient human resources.

I maintain that the Republic of South Africa needs the modernisation of the economy. With a modernised economy, a modernised public service may be achieved. Transformation of the state and governance as well as accelerated social transformation must be implemented in order to deal sufficiently with the issue of QA. Really, these are the long-term solutions to the challenges in the education system since they impact PPN indirectly. Most of the problems may be caused by the old dispensation in the country of apartheid; therefore, to fast track the changes in the education system more funds are needed.

Furthermore, in order to realise this, the whole government of South Africa must move in the same direction. If this happens, more funds will be available to employ more teachers and the PPN may move in a positive direction. As the country tries to promote QE, the indirect influences on education must be addressed because the

country inherited a discriminating education system and there is a possibility that the financial allocations at present cannot be in position to deliver QE as a result of insufficient financial allocations for human resources in the provinces. The current system of allocation of resources to schools promotes segregation because schools do not receive funds according to the needs of promoting QA and QE. This current allocation policy of resources to schools is not about the educational outcome the DBE aims to achieve, but it is more about how many learners the schools have.

In view of this, I believe that without transformation in the education system in terms of leadership and all departments of the state, it may be difficult to realise the QE we all dream about. By modernisation I mean a makeover and adoption of the latest way of running government. Adopting good principles, values and ethos in all government entities can be very helpful. When addressing QE, the DBE must have a holistic approach and invite the other government departments to take part in matters which relate to their tasks. In order to realise QE, each stakeholder concerned must play their role effectively and efficiently. I also believe that it is true that the public service must be transformed in order to meet the demands of today's education. The education that is envisaged is the kind of education that makes a learner an independent and good citizen. As the learners learn, they do not think only about the schools where they are studying, but they also think about the outside world and the world of work. Therefore, the content they learn from school must relate to their careers.

3.3 POST PROVISIONING NORMS AS A POLICY

PPN refers to the allocation of teachers at schools and the determination of the number of teachers allotted to a particular school after consideration of different factors such as the enrolment of learners, curriculum, and subjects offered as well as the nature of languages offered at school. *Policy* refers to purposeful arrangement of guiding principles to direct resolutions and attains realistic outcomes. It is logical for South Africa to embark on research so that progressive policies are made. The DBE must have an evidence-based policy in place for schools in order to redress the imbalances of the past.

I maintain that the fact that PPN in South Africa is not applied effectively is the reason secondary schools are not performing well; it is because of insufficient teachers who form the workforce. The DBE as public administration does not have a simple teacher distribution model that brings stability in secondary schools in terms of providing sufficient numbers of teachers to schools. The PPN that is applied causes many problems because learner enrolment changes from time to time which does not promote sustainability of teachers in secondary schools. The PPN for 2018 in fact did not change because the bargaining council in the negotiation chamber agreed that it will now take a three-year cycle to implement a new PPN prescript.

Good policy is characterised by a policy-making process which is not an isolated event and is knowledge-based or scientific. Policy makers must strategically assess the environment where the policy will be implemented so that decisions fit the purpose. Good policy reflects the political leadership, openness and democracy.

With the current policy on teacher provisioning to secondary schools, there is a challenge. I do not see any renewal and proper implementation in some secondary schools. Some schools close or merge with other schools because of fewer teachers and lower learner enrolment. Policies in the education sector and any other sector must be formulated to facilitate the work of that specific department, not to kill the systems which are in place. PPN is sometimes viewed as an obstacle in QA if schools do not perform well due to the unavailability of teachers when the number of teachers has decreased after the decrease of learner enrolment.

3.3.1 Post provisioning norms as a public policy

Schools form part of public administration; therefore, public policy is relevant to this study. *Public policy* refers to a planned course of action of governments follow to attain aspirations and intentions. Truly, policy must not be static if an institution wants to achieve high quality in its execution of public activities and service to the public. It is advisable for the DBE to review the status of PPN in secondary schools, mostly the variables that concern rural areas in terms of redress. In this study the

DBE, as part of public administration, must be seen as an entity that upholds the Constitution in its daily execution of its functions.

3.3.2 Stages in the policy-making process

Policy-making is an open, interactive process in which problems, solutions and preferences develop. When state departments such as the DBE formulate policies, objectives must be considered to a certain degree as they determine the output of the policy-making process, but they should not be fixed in such a way that when other issues or challenges arise in the process they cannot be addressed. Therefore, the activity of review of policy must take place when the policy causes incompatibility in the system. Good decisions during the policy-formulating process are based on different models and theories. The DBE must interact with an individual school or circuit so that the PPN is adapted to the needs of that particular school in situations where it is unsuitable to apply the generally set PPN. According to Mercier, Carrier, Duarte and Tremblay-Racicot (2016) the decisional process described by rationalists in distinct and sequential stages of decision-making may help to a certain degree in policy-making. I therefore believe this decision-making process could be relevant to the DBE when policy-making takes place. Rationalists state that the first step must be to recognise the values and objectives to be achieved. Research and selection of information based on the efficiency of different alternatives must be done. A comparison between alternatives and their consequences must be made. Then the selection of the alternatives that maximise the values and objectives, implementation and feedback follow.

A different rationalist decision-making process suggests different ideas when it comes to the steps of rational understanding of the decision-making process. Literature suggests that there must be a determination of objectives, the establishment of the means and the choice of the best alternatives. Intelligence, design, choice and review are the steps in a rational decision-making model. When making decisions in government departments, it is vital to understand the model that suits the situation. Theories are there to guide institutions but not to prescribe to

institutions. These steps are related but what matters the most is to achieve the required outcome.

The policy-making process is the act of crafting the rules and regulations for an organisation to ensure the smooth functioning of the organisation. The DBE as the state organ that deals with the policy-making decisions must have effective and efficient policies in place. Therefore, policies must be formulated in a discreet manner because they involve a large number of civil servants who must not find themselves discriminated against when policies are implemented. In addition, the personal lives of public servants should not be destabilised by the government policy. The education system at the same time should support transformation in the country. The policy of any organisation should be to the advantage of those who are affected by it. In the light of this, the stages of policy-making process are dealt with below.

3.3.2.1 Agenda setting

This stage is the level whereby a policy and the problem that is intended to be addressed are approved to be of public interest. The types of agendas are discussion and decision agendas (Anderson, 2011). For example, in the case of PPN, it is vital to have a policy in terms of allocation of teachers to schools because schools cannot afford to employ more teachers than the amount of work requires. Furthermore, *discussion agenda* refers to issues which have become visible and are the subject of the discussion whereas the *decision agenda* is formal and includes the list of issues the government has decided to address. There are definite prerequisites for any policy to be placed on the agenda. Individuals or groups must have acknowledged that a situation is problematic; problematic aspects are identified; solutions are proposed; engagements in the government department take place and groups that will play an active role in addressing the problem are identified (Smith & Larimer, 2009). In this case the agenda was the way in which DBE had to equitably distribute teachers to different schools in the country in order to promote QA. I believe the prerequisite in South Africa must be the redress of the past apartheid era and its repercussions. The state must develop the communities which

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were previously disadvantaged because one of the functions of the state is to improve the lives of people in the areas where they live. Provision of QE is one of numerous ways to redress the imbalances of the past.

3.3.2.2 Policy formulation

The public administration scrutinises the various policy options that are considered to be possible solutions. Advocacy strategies can be used to give priority to one specific interpretation of both the problem and its solution and at this stage, power relationships are crystallised and determine the direction a policy will take.

3.3.2.3 Adoption of decision-making stage

During this stage, decisions are made at the governmental level and this stage can result in a decision that favours one or more approaches to address a given problem.

3.3.2.4 Implementation stage

At this stage the policy is put into practice and PPN in this case directly affects the ultimate result at schools. Without a sufficient number of teachers at school, it can be difficult to achieve QA in curriculum delivery.

3.3.2.5 Evaluation stage

During this stage PPN can be evaluated or assessed to verify if their implementation and effects are aligned with the objectives that were set out from the beginning. The objective of a school is to provide quality education to a learner which is not possible if learners stay without teachers for sometime due to transferral caused by PPN.

In light of the above claims on policy-making process, I am of the opinion that public administrators must understand the implications of their policies in the public service.

The policies they make and implement must not negatively impact the public at large and their employees. If they find that their policies do not serve their purpose, they must evaluate and review them so that at the end they produce policies that create and promote stability in the country. Policies must promote social justice and development in the areas where people live. Thus, the country does not need policies which are discriminatory in nature and bring the country back to the previous era of difficulties and marginalisation of people.

3.4 THE MODEL AND THEORIES OF THE POLICY-MAKING PROCESS

Theories focus on a structure and make clear statements those are required for a forecaster to identify a phenomenon. After 1994 election the Department of Education had to bring about equity and balance in the education system. Those who were marginalised in education system had to be offered equal educational opportunities as a sign of transformation. For transformation purposes, it cannot help the cause to choose either a top-down approach or bottom-up approach in public policy implementation because both of these approaches to public policy implementation are fundamental in PPN implementation. The only strategy is to try to reach equilibrium between the two approaches. Balancing these approaches to public policy implementation is the way to go if one wants to bring about transformation in South Africa. For these reasons I am against the PPN when they leave some areas of the country without secondary schools due to mergers and shutting down. This means that there is no balance between the PPN and the values of our country.

There is a need for good theories which can have a positive impact on public policy in terms of outcomes. With this statement in mind, public policy theories suggest that the relationship between the public policy-making process and implementation must be established. Public decisions must first be based on background rationality because society must be established through the government according to social goals. However, rational decision making must not presume that there is perfect information and it must not interfere with subjectivity because different schools and areas have different challenges.

Scientific ways of solving human society's problems are essential but sometimes they do not work because when dealing with humans their experiences are at play and they can differ in their ideas. For example, the challenges of schools with lower learner enrolment differ from one school to another. Therefore, policies must be formulated in such a way that different societies with their different needs and past experiences as well as geographical location are considered. For example, some schools in rural areas are surrounded by mountains and rivers which make it difficult for other learners from different places to enrol in these schools. This compels these schools to always have lower learner enrolment; it may be unfair to judge these schools on the same factors as those in affluent areas. Therefore, I suggest that the DBE must profile all schools so that each school receives resources according to its needs.

The decisions made by the DBE must serve the purpose of good governance in school situations. Rational decisions pursue the logic of consequences and the assessment of alternatives. With the above citation in mind, the DBE could maintain logic as they formulate policies in the public service. It is noted that this view of rationality in decision-making needs a clear distinction between the rationality of the process and the rationality of the outcome of the process. When one chooses the best alternative in terms of goals to be achieved, it must be kept in mind that rationality does not automatically lead to a rational choice due to imperfect information.

I therefore argue that the DBE must design PPN which do not lead to the closure and the merger of schools. Learners in poor areas should not have to travel long distances against their will to find a school. Freedom of choice must therefore apply as it is enshrined in the Constitution.

3.5 LEGISLATIVE FRAMEWORK ON RECRUITMENT OF TEACHERS

It is crucial for schools and circuit, district, PED and DBE to strictly adhere to the legislative framework when implementing PPN. By so doing, the DBE will not find itself in courts due to negligence of managers and supervisors. The legislation mentioned below is important for staff establishments in the DBE. Generally, these laws support one another in terms of applying PPN in schools. It is important for

managers and principals to apply them so that PPN can influence QA in a positive manner in secondary schools. The White Paper on Education and Training 1995 was the first step in policy configuration in South Africa. The South African Schools Act of 1996 was an important legislation to pave the way forward for transformation. Finally, the Employment of Educators Act 76 of 1998 confirmed that the country had adopted democracy.

The teacher establishment of the DBE must consist of the posts created by the MEC and the teacher establishment of any public school, further education and training institutions, and the departmental office under the control of a PED. The PED must be subjected to the norms prescribed for the provisioning of posts which consists of posts allocated to the specific school by the Head of Department from the teacher establishment of that department.

The allocation of teacher posts to schools must be done in a fair manner as determined by the Head of Department of Education. The Member of the Executive Council and the Head of Department set out measures which are unfair to the schools in terms of PPN. When a school has a teacher who teaches from grade 8 to 12, QCDM is not guaranteed in that school. This can lead to poor performance of learners for all grades concerned. The Head of Department of the PED must determine the PPN of all schools in the province in a way that does not disrupt teaching and learning. No class must be without a teacher due to PPN set out by the PED.

All the above resolutions and regulations are the guidelines in terms of PPN determination in the employment of teachers in the secondary schools. The legislation informs this chapter in terms of PPN and it is the guideline on how PPN applies to secondary schools. Therefore, PPN was formulated to facilitate the distribution of teachers to schools. PPN is a departmental policy on deployment of teachers in schools which ensures the balance between the financial resources of the DBE and number of teachers employed. The functions of the DBE could be difficult if teachers are employed without the checks and balances in the employment processes, and policies create order when the department performs its functions.

Furthermore, the PEDs must employ teachers in secondary schools according to the prescripts of PPN from the DBE. When teachers are employed, the financial status of the PED is taken into account. The provinces receive funds from the DBE; then the Member of Executive Councils of respective provinces must employ teachers within the means of the provincial financial allocation. Therefore, the number of teachers who must be employed in a particular school is prescribed as per norms and standards on teacher post establishment. The DBE considers the learner enrolment in the number of teachers allocated to schools. However, terms such as "weighted learners" and "actual learners" are taken into account when PPN is determined. Every year around October all secondary schools receive PPN certificates which state how many teachers must remain in that school the following year.

Moreover, the PPN matters are sent to schools in the form of a circular on how to declare a teacher superfluous to the post establishment of that particular school. The principal must hold a meeting with teachers so that they declare a teacher redundant. This declaration must be unbiased. It must not be due to a personal vendetta, hatred and any factor that has nothing to do with government directives. The main factors which must be considered are curriculum and the principle of *last in, first out* in some cases. A teacher so declared must fill in forms and submit them to district offices. The teacher will be given a chance of choosing from three schools in order to show his or her preference. In all these processes, the schools encounter difficulties because they have to reassign their teachers to different subjects and teachers begin to be overloaded. In some cases, learners can even be left without a teacher.

As I have mentioned in chapter 1 (section1.3), PPN causes challenges in monitoring of the management plan of each province. Many provinces acknowledge that the provision of a vacancy list within the first term presents a problem and envisage that the process could take longer in some provinces. Other provinces use incorrect procedures in identifying excess teachers who did not appear on their roll.

PPN needs to be improved because the current PPN does not promote a better atmosphere for quality teaching and learning. It also does not distribute resources equitably to schools. It is advisable for the DBE to develop a better model and develop a class-size model as opposed to a weighted model. In order to improve

PPN, the DBE must make stronger recommendations on personnel/non-personnel expenditure. The DBE must exclude principals from teaching and learning but just allow one subject to be taught by them to keep in touch with teaching changes. The model must be made in such a way that it favours smaller class sizes to have a positive impact on teacher work-load.

Furthermore, the DBE must conduct research on the allocation of small class subjects across schools by quintile and the number, spread and utilisation of teachers according to qualifications. The DBE must also monitor the strategies for best deployment of teachers in schools with insufficient physical space. The schools with inadequate physical space must be assisted with proper facilities in order to promote QCDM and inaccurate quintiles must be accurate in order for schools to benefit from the quintile system.

The redeployment of teachers for operational purposes creates situations that are against the effective management of curriculum delivery and results in uncertainty, low sense of worth, frustration and bitterness among teaching staff. Moreover, redeployment puts more pressure on principals as their workload becomes unreasonable since in small schools they have to perform the tasks of the staff members who have been redeployed.

3.6. HOW TEACHERS IN ORDINARY PUBLIC SCHOOLS BECOME REDUNDANT

Table: 3.1: Redundant or excess teachers: PPN

PPN	2015	2016	REDUNDANT 25-20=5
Distribution of the Staff Establishment			
Principal	1	1	NIL
Deputy principal	1	1	NIL
Departmental head	4	3	1
Level 1	19	15	4

Adapted from Human Resource Management Circular No. 26 of 2015- Directive for the implementation of PPN

When a PPN certificate arrives at school, it clarifies how many DHs, deputy principals and post level one teachers must remain in the school. According to this table, there would be a principal and deputy principal in their positions without a change. However, according to the above table 3.1 one DH was declared redundant and at post level one teacher, four post level one teachers were superfluous. Therefore, they had to join another school in the year 2016 because this PPN evaluation came at the end of year 2015.

Additionally, the superfluous teacher may at any time occupy the downgraded post. This trend of downgrading schools comes with changes in situations in the school environment which jeopardise the stability and, in the end, the curriculum delivered to learners. Thus, the downgrading of schools interferes with quality teaching and learning because principals are often upset by it and lose focus on the curriculum delivery and curriculum management which are the reasons for the schools' existence. In order to have QA in schools, the principals must not be subjected to emotional disturbances such as doubting their future in the school all the time. This may lead to loss of energy. When schools are downgraded, the resources are also

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affected which can affect the normal functions of schools. The educational standards and educational opportunities for all learners diminish. With policies like PPN it is possible that principals do not implement them correctly which can raise doubts about a policy only to find that it was not implemented the way it was supposed to be. At times it is difficult to understand policy text and convert it into practice. Principals are required to endorse these policies from the DBE and sometimes situations are totally different from what the policy makers thought. Similar schools implement policy differently due to numerous factors. School policies are influenced by factors that are specific to each school but the DBE has not endeavoured to attend to this. School enrolment and recruitment of teachers are crucial factors in policy enactment by the school in this regard.

The notion of "weighted learner" is very important for understanding PPN because it is opposed to actual learner numbers. The weighted learner principle enables all schools to compete in a fair manner. Some learners and learning areas need more favourable post allocation than others; therefore, each learner obtains a certain weighting that reflects the relative need regarding post provisioning.

The DBE considers various factors when determining PPN for schools. The DBE considers the size of the school; period load of teachers; need to promote a learning area; the size of the school; the number of grades in the school; more than one language medium of instruction and disabilities of learners (Naicker, 2005).

Determining the class size in a specific learning area is problematic because it depends on the learners' subject preferences. Teachers do not dictate to learners and, in some cases, learners choose Physical Sciences and Mathematics subjects while the teacher thinks that some learners cannot cope with that subject choice. I suggest that subjects such as Physical Sciences, Accounting, Mathematics, and any other subjects that have to do with calculations and numbers must have milestone weightings in the PPN formula so that these subjects do not have an insufficient enrolment.

PPN must ensure that DHs have a specific number of class periods in schools. This will help in a situation in which DHs are overloaded and cannot manage the curriculum properly if the learner enrolment has decreased and there are too few teachers in the school. There must be a specific criterion in the PPN to avoid the overload on DHs. With this amendment to PPN, there could be better QA because DHs can monitor teachers' work very well but with the current situation of DHs, I do not think there is a possibility of management of the curriculum delivery.

Schools sometimes have subjects they want to promote, but due to overload teachers do not consider doing so. I believe PPN in one way discourages a variety of subjects in schools. Schools are unable to add other useful subjects because they know PPN will not allow for more teachers. The formula is too restrictive and rigid, and it does not supply sufficient numbers of teachers in cases where the school attempts adding more relevant subjects. Therefore, schools avoid putting more pressure on themselves by presenting various needed subjects (Department of Basic Education, 2016a).

The size of the school plays a significant role in PPN. The smaller a school, the more difficult it is to manage with the current learner-teacher ratio. Being small does not mean subjects are fewer, but they are equal to the number of subjects presented by a larger school. If a school has a learner enrolment of fewer than a hundred, it means there will be fewer teachers to teach. This matter is addressed by adding a certain constant number of weighted learners to each school. The constant additional number of weighted learners could be seen as providing for a school principal post, or for part of it. I suggest that the constant number of weighted learners be increased from where it is now to accommodate small schools. A large number of grades in a school mean more work for teachers; therefore, it is appropriate to appoint more teachers so that teachers do not feel the pressure of curriculum delivery and management.

The schools with more than one language as medium of instruction are considered in PPN implementation. In addition, in ordinary public schools some learners have

with special needs, but they are not catered for in terms of educational opportunities. Due to learners with special educational needs the schools' pass rate percentage drops each year which leads to parents losing trust in the school and they end up taking their children out of the school. In the case of learners with special educational needs in the main stream, schools need analysis and formal evaluation of learners but the DBE fails to do that. As a result, the school suffers until it ceases to exist. I therefore suggest that the DBE and PED must have effective programmes in place for learners with special educational needs to avoid overloading ordinary public schools with them.

The weighting for the purpose of teacher distribution to schools causes differences in teacher allocation. Some learners and subjects need more favourable PPN than others due to certain needs. PPN is based on the principle that available posts must be distributed to schools proportionally to their number of weighted learners. Weighted learners in PPN implementation are used instead of actual learners. Weighting allows schools to compete on an equal footing for the posts. The weighted learner enrolment for each school must be determined in relation to the total learner enrolment for the province. The weightings for grade R to grade 9 are determined in the same categories but grade 10 to 12 differs.

However, the increase in weightings does not apply to learners who are slightly to fairly learning disable. I believe it is good to have weightings increased regarding school phase, curriculum and instruction media. Therefore, I suggest that in these weightings deeply rural schools must enjoy a better weighting than well-located schools. In light of the above, it is clear that schools for learners with special needs benefit more than mainstream schools in terms of teacher allocation.

3.7 THE FACTORS TO BE CONSIDERED FOR THE INCREASE IN WEIGHTINGS

The increase in weightings in these aspects can assist the school in terms of obtaining more teachers. The aspects such as access to curriculum, ad hoc factors, poverty, weighting norms, level of funding and grade 10-12 post establishment are used in the determination of PPN weightings.

In order to assist a school to introduce a subject, a certain minimum number of learners may be counted for PPN purposes. This is reasonable when it is looked at from the perspective of resources because the DBE cannot afford to allocate lot more resources to fewer learners. However, the DBE has a responsibility to ensure economic productivity and effectiveness throughout the system of education and this raises questions since South African institutions must engage in the practice of defeating social disproportion. The PPN policy appears to be divisive in nature if few learners cannot get the school subject of their choice due to a lower number of learners, this depicts that that policies do not benefit learners in education in a manner that is just.

Poverty, level of funding and ad hoc factors must be considered for PPN purposes. Since South Africa is in transformation phase it is imperative for PPN to accommodate the reasonable level of redressing poverty and give more funds for previously disadvantaged schools. In the calculation of PPN, more funds must be invested in education for learners who live in disadvantaged areas. It is acceptable that the South African government expresses its values, goals, preferences and desires through public policies. South Africa is a democratic country ruled by elected government and citizens are able to make their democratic choices and express their preferences; therefore, the communities must benefit from this democracy. The state organs must produce effective policies in terms of embracing freedom for all citizens. The policies must be designed to redistribute resources in a fair manner to all citizens. It is recommended that the DBE cater for the poverty element in PPN policy since the history of South African politics is known globally and this is a developing country and therefore progressive policies are essential.

3.8 THE WEIGHTING NORMS AND PRINCIPLES FOR PPN

In the PPN implementation the actual number of learners is not used but weighting norms and principles are used taking many factors into consideration. The different grades and phases as well as additional weighted learners are considered in post establishment. Since South Africa has a history of apartheid, principles of redress must also be considered.

In grades 1 to 9 the weighting is based on the principle that uniform curricula apply to learners. This suggests that each grade provides the same subjects for all learners. The different phases in primary school have different maximum class sizes and same period loads as well as funding levels. This means that the Foundation Phase has an ideal maximum class size of 35, period load of 96 percent and 100 percent funding level. The intermediate phase has the maximum class size of 40, period load of 96 percent and funding level of 100 percent.

In order to determine the weighting for grade 8 and 9, the formula is provided below:

> *c divided by the ideal maximum class size, divided by the average prevailing period load, multiplied by the funding level.*
> (w = c/m/l x f)

The subjects in the primary schools are not the same from foundation, intermediate to senior phase but grade 7 to 9 subjects are the same. I do not believe that the value of ideal maximum class size must be the same in all instances. The average prevailing period load depends on the subjects one teaches and the funding level must be communicated to schools during the policy making process.

To improve the current PPN, DBE organised the Education Indaba with different stakeholders. The trade unions and Education Labour Relations Council were part of the project. This Education Labour Relations Council Education Indaba came up with a proposed PPN framework which is considered better than the current one. They developed some principles which must be the foundation of the proposed PPN model. The essential principles are as follows:

- **Determine an equitable distribution of posts across a population of schools**

This principle seeks to consider the issue of resources according to both financial and human availabilities. These resources must be allocated with the aim of promoting QE for all learners and justice and accountability in this process must prevail at all times.

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- **PPN that is easily understood by all levels in the sector**

The proposed PPN and application thereof must be designed in such a way that all stakeholders and role-players understand it very well. No different interpretations of the proposed PPN model should be possible as is the case with the current PPN.

- **Dependent on data that is easy to compile**

The proposed PPN model must be applied based on data that is reliable and valid for all schools and all allocation requirements must be met. Schools must not be prejudiced based on incorrect and inaccurate data and data that are used must be complete and standardised.

- **Aligned curriculum requirements**

The stakeholders suggested that curriculum requirements of every school must guide the number and kind of teachers needed to teach those subjects. This means that the PPN model and software must accommodate the current curriculum mandates and facilitate adaptation to future curriculum changes.

- **Taking affordability into consideration**

The resources for teacher and personnel salaries are limited; therefore, whatever the PPN model suggests, it must take that into cognisance. The suggestions must cater for limitations and fluctuations in public funds.

- **Individual ideal school establishment**

The suggestions state that the PPN model must facilitate the individual ideal school establishment to be calculated based on requirements written in the curriculum document.

- **Management post fractions**

It is suggested that this kind of post be awarded in addition to curriculum requirements. Schools require personnel who are dedicated to management and monitoring schools' administrative duties. Therefore, more than curriculum requirements, these people must be added to PPN of the schools.

- **Explicit demonstration of the difference between the ideal and affordable PPN**

The PPN model must be able to differentiate between the ideal and affordable post establishment. This can assist in defining and quantifying the required resources to deliver QA and the ideal can assist to measure the goal against what is affordable. In this case decision-makers will be able to evaluate the financial capabilities of the DBE. Explicit demonstration of ideal and affordable post establishment can help to promote transparency in the DBE's procedures and expenditure.

- **Comparison of schools**

The suggested PPN model must be able to compare any two schools anywhere based on their respective ideal establishment. An acceptable PPN model must define all factors, weightings and considerations, and it must be open and applicable across all schools in a standardised approach.

- **Poverty redress**

The poverty element must be addressed by the DBE's poverty quintiles and an additional percentage should be determined per quintile. Provinces must also be compared so that provinces that are in the same quintile benefit from similar resources.

- **Policy adaptation**

The policy must be able to change and it must be driven by socio-economic issues. All elements of PPN must be adaptable and clearly defined without the rebuilding of the whole model.

- **The formula and the ideal curriculum needs**

The suggested model must consider realistic scenarios like schools or specialist schools. The schools with lower learner enrolment face distinctive challenges; therefore, these schools must be given a chance to calculate their ideal establishment requirements yearly. There must also be special allowance for recognised ventures, subjects or schools.

In order to deal with the challenges of PPN, the Education Labour Relations Council Education Indaba 2018 continued where ELRC Education Indaba 2017 left off. The Education Labour Relations Council Education Indaba 2017 stated its fundamentals on the proposed PPN Model. This project had its own objectives for the proposed PPN Model. The objectives were to ensure the continuous dialogue amongst the stakeholders on education matters in order to create labour peace and QA. The second objective was to actualise the strategic essentials of the DBE, teacher unions and other stakeholders in public education.

The Education Labour Relations Council Education Indaba 2017 conceded that in South Africa there is poor quality education for historically disadvantaged people and with this kind of education it is difficult to address poverty, inequality and unemployment. The ELRC Education Indaba in its documents further stated that the

current PPN model and financial policies are unable to deal with the sophistications of the provision of QE in the country because there are hindrances in the delivery of curriculum. It was for these reasons the ELRC Education Indaba 2017 had to reconvene in 2018 to continue with the agenda on the efficient and effective proposed PPN Model. The ELRC Education Indaba 2018 was on the right track. They had wonderful essential priorities which could change the bad situation in the DBE should the stakeholders agree and implement them properly. The problem is that this proposed PPN Model may only be implemented in 2022 if stakeholders have finalised it. This means that between now and 2022 schools continue with challenges and QA is not ensured but it is a fact that managing the DBE is too costly.

In agreement with Education Labour Relations Council Education Indaba 2017 and 2018, Mr Mweli, the Director-General of the DBE, presented the key priorities for the 2014-2019 Medium Term Expenditure Framework during the meeting. The key priorities were enhancement of assessment for learning and efficiency in curriculum attainment, and improvement of quality teaching and learning. DBE pledged to provide quality infrastructure and LTSM. Without a doubt, these priorities can make a huge contribution in promotion of QA should all stakeholders play their part.

The Director-General further provided valuable information on the proposed PPN Model when he stated that PEDs must understand that the DBE has limited funds; therefore, schools have to consider their budget before they employ more teachers. The DBE provides LTSM for a large number of learners and teachers in South Africa. Teachers and learners are the key cost drivers in the sector. This situation therefore creates problems for the DBE when there are circumstances where the baseline in the Medium Term Expenditure Framework decreases but the PED plans to increase the number of personnel. The above situations confirm that the current PPN needs some improvements. As difficult as the situation is, the DBE made some progress because there is an increase in the total number of candidates who obtained the Higher Certificate, and the number of learners who obtained admission to diploma studies increased as well as the number of learners who attained admission to Bachelor's studies at universities. South Africans must appreciate these improvements in the South African education system though more improvements are required.

In grades 10 to 12, each learner is weighted separately in terms of his or her curriculum because they do different group B subjects. Group A subjects are the same for all learners which include IsiZulu Home Language, English First Additional Language, Life Orientation and Mathematics or Mathematical Literacy. This means that the weightings for these subjects are the same since all learners do them because they are compulsory.

In group B subjects, a total number of weighted learners (subject-learner weight or slw) is determined for the learners in a particular grade taking a particular subject by means of the following formula: The number of learners taking the subject (ls), multiplied by 40, divided by the ideal maximum class size (m), multiplied by the promotion factor (p), divided by the average period load (l), multiplied by the funding level (f), multiplied by the relevant weekly time allocation (t), divided by 27,5 (Department of Basic Education, 2013).

In order to arrive at the weighting for learner-subject combinations in group B (nm), there are steps to be followed in the calculations. It is suggested that the maximum number of learner-subject combinations in respect of the different subjects in a particular grade be three times the actual number of learners in that grade (3xlg). In step 1, each subject listed in group B subject category must use the following formula: *slw = ls x 40/m x p/l x f x t / 27,5x number of learners taking the subject.* In view of the fact that some subjects are compulsory for all learners and others may be limited in respect of the number of learners that will be recognised for post provisioning purposes (Department of Basic Education, 2013).

All learners are supposed to do all group A subjects. These subjects are English First Additional, IsiZulu Home Language, Life Orientation and Mathematics or Mathematical Literacy. In group B, learners must choose any three subjects to make seven subjects altogether in grades 10 to 12. Some of group B subjects are Tourism, History, Accounting, Life Sciences and Business Studies. Therefore, I suggest that the PED must take into consideration the status of the schools in quintile which are non-viable in order to avoid closure or merger of those schools. A school which has an enrolment that is below 100 learners must be considered for better weighting so that enough financial and human resources are allocated because the aim of PPN is

to promote equity, not to destroy it. In this case I feel that rationality of outcome applies.

There are procedures regarding the additional weighted learners should situations arise. Additional weighted learners must be added in respect of each grade in which learners are enrolled. If learners in a particular grade are taught in more than one medium of language, a further additional weighting will apply in respect of that grade (Department of Basic Education, 2013).). In this case I believe additional weighted learners can be beneficial to schools because it means that the number of teachers will increase and in that case QA in curriculum delivery and management is enhanced. Again, when the school has fewer than 100 learners, it must be compulsory for the Head of Department to increase the value by the number that can make the school sustainable and it must not be a contestable issue.

To address equity issues, the Head of Department of the PED sets aside a certain percentage of its available posts for poverty redress based on the department's relative level of internal inequality (Department of Basic Education, 2015d). As shown by the above rulings, Sibiya (2019) argues that poverty grading in PPN indicates that the DBE has a goal of redressing the imbalances of the past. Rural schools with unfavourable learner enrolment and where there is evidence that families are relocating must automatically receive redress posts. This is the formula that is used for posts allocation to schools:

Posts = Total number of posts available, multiplied by weighted learners of school, divided by total weighted learners of all schools.

Where a school's post establishment is likely to change in any school year, the adjusted post establishment should, as far as possible, be communicated to the school on or before 30 September preceding the school year. PEDs are required to adhere to the intent and spirit of these norms (Gauteng Department of Basic Education, 2015a). The weightings of the schools must be accurately executed because, if it is not accurate, the DBE could make decisions that are based on inaccurate information.

DBE in 2013 identified impairments to the process in every province when teachers are identified as redundant. Some teachers were not happy when they were

identified for redeployment and suggested that there was mismanagement of the PPN process. They then refused to be redeployed. Teachers felt that their job security was under threat. Some teachers were considered to be emotionally stressed due to PPN process. In support of teachers' claims, Makhoba (2018) maintains that PPN is resource-driven by redeploying teachers because they put more emphasis on financial resources than the needs of the school.

Moreover, the fact that the teacher was selected leads to perceptions that the teacher was unwanted. Furthermore, there are problems when it comes to convincing the receiving school to accept a candidate they may not have selected. The receiving school sometimes considers the teacher unsuitable for their particular school milieu. When these problems arise, schools find it difficult to manage a complex process during examination time when they are busy. At times principals do not understand or abuse the process.

One of the main drawbacks of PPN is that teachers thought that they are forced into the process. Essentially, teachers did not want to be told that they were in excess and had to move. The mobility of teachers must not be regarded as an insurmountable problem to teachers. The aim should be to make the mobility a positive feature. Teachers should be prepared to move from one school to another. The department should turn this around by giving schools and teachers control of their own destiny. All that the department should do is to put in place the mechanisms to manage the process, rather than to attempt to control it.

Teachers are not supposed to be identified as being in excess but only schools should be identified as having more teachers than the post establishment regulations state. In this case consideration can also be given to provide incentives to receiving schools if they take on a teacher from a school with teachers in excess of the post establishment. This may be an agreed once-off payment with clear guidelines of what the funding may be used for. After receiving a PPN certificate, teachers who exceed PPN must not be determined by the schools but declared so by the district office. Of course; these arrangements can play a very important role in the education system. Teachers who feel that they are sabotaged by the releasing schools can be encouraged by the incentives. If the receiving schools get incentives, there can be no hatred of the new teacher who joins the new school because the principal could

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clearly explain how the school benefits from the process. In addition, the sharing of skills of teachers from different areas in the district could yield positive results in terms of QA, QE and QCDM in the schools of the district.

3.9 STEPS IN DECLARING A TEACHER REDUNDANT

Once the PPN certificate has arrived at school, the principal must identify a teacher who is additional to post establishment if there is one or inform teachers if there is a vacant post. This process is usually executed during a formal meeting.

Step 1: The principal must call a formal meeting and in the meeting he or she must classify permanent qualified or protected temporary teachers on the staff establishment in terms of the main subject or group of subjects.

Step 2: The principal must take into account the allocated staff establishment, determine the curricular needs but no new curriculum subjects or grade can be introduced without the Head of Department's approval.

Step 3: The principal must determine the number of posts required for each subject or phase.

Step 4: The principal must determine the number of posts additional or vacant per subject or phase by comparing the number of teachers available at the school against the number of posts required.

The principal must identify the teacher who is redundant according to the post establishment by taking into consideration the following:

- The views of the teacher staff of the institution as ascertained during a formal meeting convened at the school.
- The needs of the institution in respect of the specific curriculum obligations, the number of classes, the timetable and the allocation of learners to classes.
- The District Director takes into consideration that there is a direct relation between the posts identified as additional with the teacher who is declared additional.

- If there are ties, the principle of *last in, first out* applies. The teacher's service period includes all continuous service rendered at any public education institution.

After declaring a teacher redundant according to post establishment, placement must be conducted and teachers must cooperate during their placement. Teachers who are declared redundant will return to the current institution in case they did not find the new school. In addition, it is the district director's duty to ensure that all the redundant teachers are placed within five days (Gauteng Department of Education, 2016a).

3.10 THE PROCEDURE IN DEALING WITH TEACHERS WHO ARE DECLARED REDUNDANT

This section deals with the process of dealing with teachers who are redundant in their school according to the post establishment.

3.10.1 Redundant teachers

The principal must be cautious when dealing with a teacher who exceeds post establishment. They must inform their district office through the circuit office and all principals must inform their respective staff members of the new post allotment and procedures to be followed in declaring a teacher redundant due to operational requirements (Department of Basic Education, 2016b). There must be a meeting and the minutes must be kept so that they are accessible to all members of staff.

Subsequently, the relevant district officer who may be a cluster leader in communication with the principals within the district must determine the persons who are additional to post establishment in their schools. When this process is followed, the representatives of trade unions must be invited by the District Director to meet with the aim of reporting on the process and placement. Information supplied in this meeting must be made available in writing to the unions on request. Before making a determination, the relevant district office must obtain all relevant information from different schools under his or her authority. In this procedure of dealing with

superfluous teachers, principals play a crucial role by supplying the correct information to the district office (KwaZulu-Natal Department of Education, 2014).

Once more, principals must submit the names of the teachers superfluous to the post establishment to the Human Resource Provisioning Unit (Department of Basic Education, 2016b). Principals must also submit vacancies available at the school to the Human Resource Provisioning Unit. In addition, districts play a key role in the exercise of additional and displaced teachers. Districts must form teams which will analyse the submitted names of redundant teachers. The names will be matched with the choices to meet the needs of the concomitant vacant posts. When the district is successfully done with the redeployment process, the District Director will issue teachers who were declared redundant according to post establishment with letters of permanent placement.

At times, it is possible for teachers to be placed across the districts. In this case, a profile of teachers must be submitted to the Head Office. The district office must then facilitate suitable placement and communicate with the school governing body to make an offer to the teacher. In addition, it is the duty of the district director to continuously manage the placement of teachers in the district and make it a point to appoint teachers to fill vacancies by matching and placing them in the district. Sometimes it is not possible to place a teacher and in such cases the teacher may be temporarily redeployed to another school or held additional to the current post establishment up to a time when a suitable placement can be done.

The movement of teachers from one school to another causes disorder in schools and hampers the curriculum delivery and management (Makhoba, 2018). To concur with this, Ntaka (2013) believes that with this redeployment of teachers schools lose their best teachers and the DBE must employ teachers who can deliver quality curriculum to learners. Again, the DBE neglects teacher job satisfaction with the current PPN because teachers are redeployed without appropriate preparation. This is undesirable because job satisfaction determines teacher commitment and contributes to school efficiency.

3.11 THE DISTRICTS WITH UNPLACED REDUNDANT TEACHERS

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The subjects some teachers are able to teach may be those which need to be taught within the circuit, but it is not always the case. Once teachers do not match the needs of the circuit, their names must be sent to the district office. After that a provincial task team places these unplaced teachers in schools which match the subjects on the provincial level. It is advisable for a district to wait until the placement process is finished before posts are advertised. The PED and district office must compile advertisements and guide the sifting process of applications. Interviews and short listing must be guided by applicable legislation and guidelines. If there are any grievances and if one questions the recruitment process and filling of posts, annexure D can be filled in.

3.12 DEALING WITH TEACHERS WHO ARE DISPLACED DUE TO OPERATIONAL REQUIREMENTS

This section presents the procedures of dealing with displaced teachers after having been declared redundant.

3.12.1 Displaced teachers

DBE provides resources to schools and is obliged to observe fairness and sufficiency as central standards in the process. To avoid perpetual redeployment of teachers in schools, the DBE must design fair school funding for all schools and the DBE must embark on school finance reform and allocation of resources which are significant for providing QA in curriculum delivery and management because equity has not been entirely attained.

3.13 PLACEMENT OF REDUNDENT TEACHERS

This section deals with the placement of teachers after having been declared redundant. There are different structures involved when the placement of redundant teachers is made.

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3.13.1 The placement of redundant teachers at the circuit level

When teachers are declared redundant at school level, the school principal must submit their names to the circuit office so that they can be placed. The circuit management task team is the structure that places redundant teachers at the circuit level and within the circuit. This structure consists of the following members:

- The Chief Education Specialist of the circuit as the chairperson
- Circuit managers in the circuit
- District personnel and salary systems and establishment control officer
- Representatives of teacher organisations to the Education Labour Relations Council as observers.

3.13.2 The placement of redundant teachers at the district level

After placement at the circuit level, teachers are placed at district level. The circuit office submits the names of teachers who do not match the subject needs in the circuit after which the district places them. The District Task Team consists of the following members:

- District Director as a chairperson
- Deputy District Director
- All Chief Education Specialist of circuits
- District personnel and salary systems and Establishment Control Official
- Secretariat to be provided by Human Resource Support Services
- Representative in accordance with the approved vote weights from each teacher organisation in the council.

3.13.3 The placement of redundant teachers at the provincial level

After the district office has suitably placed teachers in the district, the office issues letters to teachers informing them of their compulsory temporary transfer (Eastern Cape Department of Education, 2020). After this, the chairperson of the team must submit the lists of all residual vacancies and unplaced superfluous teachers to the

provincial task team. The provincial task team only matches and places additional teachers where it has been conclusively established that such teachers could not be placed at the district level. The provincial task team comprises of the following people:

- Manager: Human Resource Services as a chairperson
- Deputy Manager: Teacher Provisioning Norms
- Assistant Manager: Teacher Norms and Standards: Member
- Head Office Personnel and salary systems and Establishment Control Official
- Representatives in accordance with the approved vote weights from each teacher organisation party to the negotiation council.

All the processes of circuit, district and provincial task teams are time-consuming. This means it is highly possible for schools to be without a sufficient number of teachers for a very long time while processes continue. Therefore, these processes and procedures deter QA in schools because without the availability of a sufficient number of teachers, teaching and learning is hampered. It is therefore fundamental for schools to follow the PED's prescripts in PPN and recruitment in schools. However, it is a fact that PPN delays curriculum delivery and management when teachers and DHs are not appointed in schools.

3.13.4 The management of the PPN and recruitment

Principals as school managers must employ the number of teachers within the PPN. Redundant teachers must be appointed at schools that are below PPN in terms of teacher numbers. The school principals must adhere to the directives given by their district office in terms of post establishment in their schools. All recruitment must be done in accordance with the rules and regulations of the PEDs (Mpumalanga Department of Education, 2017). Once the PPN are finalised, the principal must engage teachers on the process to be followed in terms of deciding who is to be declared superfluous. The principal must manage the process in accordance with the relevant departmental circular.

The system of education in South Africa has been engulfed with unprotected temporary teachers and substitute teachers in secondary schools. The reason for these categories of teachers in the system is the scarcity of qualified teachers. When an unqualified and/or under-qualified teacher is appointed, a detailed motivation must be submitted by the school for the authorisation of employment by the circuit manager (*Employment of Educators Act*76 of 1998 as amended).

I believe that all these documents are important in the employment of substitute and temporary teachers who must be employed as soon as possible should the need arise. If there is a delay in employing temporary and substitute teachers, the quality of teaching and learning, QA, QE and QCDM are in danger of being poor. This will therefore mean that there is no QA in the delivery and management of curriculum at school. It is for these reasons that I strongly maintain that the employment must not be too bureaucratic with too much paperwork because it wastes time while learners are in need of a teacher in class. By the same token, if the details and the records such as forms and other significant documents of employees are not properly kept and filed, the administrative function is neglected, which also hinders QA of the school because quality does not start in class. I therefore reiterate that to deliver quality curriculum one needs quality systems in place. If the employment of teachers is disputed after they have been allocated schools, it could be a disaster to retract the contract. It is very important for the administrative function to be accurate in the employment processes of teachers because trade unions could lodge a dispute in such a case that can delay the delivery of curriculum to learners. Then, I uphold that once learners have been without teacher for a couple of months, one cannot say QA is upheld and if the education system still has temporary teachers in secondary schools, QA cannot be guaranteed because they are new and unqualified for the subjects they teach.

3.13.5 The filling of post level one teacher posts

The DBE must fill vacant substantive or temporary level one teacher posts when there are schools that have failed to attract suitably qualified educators that match their curriculum requirements from the list of educators who were declared redundant according to post establishment norms. Therefore, the DBE must ensure

that these posts are filled quickly and by strictly adhering to the following order of priority:

- Unplaced teachers declared redundant during the previous year.
- Qualified substitute teachers that have served continuously for 12 months or more.
- Bursary holders.
- Professionally qualified first-time appointees.
- Professionally qualified teachers returning after a break in service of twelve months or more.
- Graduates without professional qualification, but with two teaching subjects.
- Professionally qualified foreign teachers offering scarce subjects must be appointed in terms of Human Resource Management circular no. 67 of 2014 (Department of Basic Education, 2014).

It is good to follow this order when employing teachers but there are drawbacks because these processes take long to complete. During these processes, learners are without teachers in schools. As much as it is good to follow this procedure, dealing with bursary holders first can compromise the quality of skills possessed by another teacher who is not a bursary holder. Teachers who are not placed on time in schools weaken QA and quality teaching and learning because they come later in a year which is bad for QA in the school as much needed teaching time has lapsed by then.

3.14 THE STATUS OF TEMPORARY TEACHERS

This section presents the information on temporary teachers who are in the education system in South Africa.

3.14.1 Temporary teachers

The KwaZulu-Natal Department of Education (2015c) states that temporary teachers are teachers who are employed in a temporary capacity, possibly due to an incomplete qualification while the DBE cannot find a teacher who can teach a

particular subject. The following are the positive aspects of PPN since all these must be adhered to before the termination of contract of temporary teachers:

- A redundant teacher must have been appointed in the post and physically assumed duty in the post.

- A bursary holder must have been appointed in the post and physically assumed duties.

- A first-time appointment must have been appointed in the post and the appointee had physically assumed duty in the post.

- The teacher reappointed after a break in service of 12 months or more must have physically assumed duty in the post.

- A protected teacher that had not complied with all requirements in HRM Circular no. 98/99 and 100 of 2010 must have been issued with a letter of termination specifying the effective date of the termination.

The relevant district director, in co-operation with the principal, shall identify in writing, using Annexure E, the staff who are superfluous at the institution according to the post establishment principles. The superfluous teacher may be reabsorbed in the previous school. These requests must be done in writing to the district director and timeously so that there will be no disturbances in payment of salaries to teachers declared superfluous (Gauteng Department of Basic Education, 2015b).

In 2013 Deloitte was mandated by the DBE to investigate the national implementation of post provisioning norms as per the United Nations Children's Fund proposal. In view of the above-mentioned approach, the following are the possible advantages: There will be no need to identify teachers in excess or redundant which creates animosity between the principal and the teacher who is declared redundant. The annual strain on teachers about the likelihood of being recognised as an excessive or redundant teacher is removed. The administration of this procedure will be simplified. As no individual teacher is identified as being in excess, all teachers at such schools become potential candidates to move to another school. Teachers who are willing to move can be incentivised based on agreed criteria. Receiving schools willing to accept teachers at schools where there are excesses can also be incentivised. Consideration can also be given to allocate these teachers not to a particular school, but to a group of schools or even the nearest district office. This

opens the possibility to share teachers with scarce skills amongst more than one school (Department of Basic Education, 2013).

As a researcher who is a teacher in a secondary school and have witnessed PPN implementation at school, I agree with these findings by Deloitte in 2013 because the process of declaring a teacher redundant has financial implications for the teacher and also raises emotions as the teacher feels that he or she is not needed in the school. I therefore support the suggestion of incentives offered to those declared redundant to post establishment in the school and I therefore suggest that the district director must be the one who declares a teacher redundant, not the school because declaring teachers redundant causes many problems in schools.

3.15 THE GUIDELINES FOR NNSSF

This section presents the ways in which schools are funded for all purposes of running their daily activities as well as employment of staff.

3.15.1 NNSSF

The DBE must employ teachers within its means. PEDs must then consider their funds when employing staff in all schools in the province. Therefore, the NNSSF must be applied when staffs are employed. The NNSSF have a bearing on the PPN matters. According to NNSSF the personnel versus non-personnel spending must be 80:20 (Mpumalanga Department of Education, 2017). The basis for the 80:20 personnel versus non-personnel split is to ensure that PEDs set aside sufficient funds for non-personnel expenditure items for delivery of quality education in schools. The same applies with respect to the 85:15 teachers versus non-teacher split to ensure that a PED has sufficient public service staff to support the education delivery processes. I believe this determination is crucial because schools need the support of the public service staff from the district office and if this support is not sufficient, it becomes difficult for the schools to produce QE in schools (Mpumalanga Department of Education, 2017). The percentage of teachers to be employed versus

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non-teaching staff looks well; however, the distribution in terms of PPN prescripts has negative consequences for teaching and learning.

These learner-teacher ratios are better than the ratios of the previous year which can assist in terms of creating stability in schools because it is difficult for a teacher to ensure quality teaching and learning in large classes in which some learners may need individual attention. However, in deep rural areas these learner ratios are difficult to meet because there are not many households in the area where the school is needed.

I therefore state that failure to support schools and learners through sufficient provision of support staff might have severe educational implications in the promotion and maintenance of QE for learners because at least one administration clerk per school must be provided to enhance the department's capacity to fully implement the South African Automated School Systems. When the SMT member is actively involved in the administration and management tasks of the school in such a way that he or she is overloaded, QE and QA are compromised.

3.16 SUMMARY

PPN creates a severe threat to the delivery and management of quality curriculum in schools. PPN takes away quality teachers from our schools where we do not have sufficient enrolment of learners. Some schools do not have enough teachers and learners fail in their examinations because the teaching and learning is not up to standard due to overloading of teachers. Additionally, schools are closing down to merge with other schools which leave other areas without a school in the neighbourhood and this is against the development policies in our country. This chapter made it clear that many developments in South African post establishment norms have taken place though they are not sufficient.

PPN supports schools with varied subject packages and are a source of disproportion. Definitely PPN creates disparity because the weightings are set at a certain number and schools are obliged to have that number of teachers after weightings have been done. The post establishment model for schools needs to be revisited so that teachers and learners do not find themselves wanting because

sometimes schools operate without a sufficient number of teachers due to movement of teachers. The subsequent chapter explores the research methodology extensively.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter will deliberate on the research methodology, processes and procedures of research. The perspectives of study, research approaches, strategies, population, samples, research instruments and analysis of results will be elaborated. In addition, there will be a discussion about the background to the research methods used in this study.

4.2 THE IMPLEMENTATION OF POST PROVISIONING NORMS AND QUALITY ASSURANCE

Mestry and Ndhlovu (2014) argue that since1994 the DBE tried to focus on equity and redress in South African education. The South African government is unable to provide free education to all. The research was conducted to ascertain the influence of PPN that is funded through NNSSF. The research was based on efficient financial management, disparity matters and accessibility to education. The study suggested that equity is not fully realised in South Africa. Without a doubt schools with lower learner enrolment suffer because they do not have the required number of learners. With meagre financial and human resources, these schools are required to attain the comparable levels as more affluent schools.

The DBE determines the quintiles for all schools in the country. PEDs determine the allotment of finances to schools based on quintiles. Quintile one is in rural areas

where it is difficult to access government services. The poverty score for each school is determined so that they are allocated a relevant quintile. Quintiles 1 and 2 are regarded as the most deprived schools (Mestry and Ndhlovu, 2014). Quintiles 4 and 5 are regarded as the least poor schools. Among all these quintiles, quintile one schools suffer when it comes to teacher allocation because learners do not want to enrol at these schools. With all the above in mind, I maintain that it is not enough and the DBE cannot allow schools to collapse and learners drop out of schools if they claim that social justice exists in South Africa. Therefore, amicable mechanisms for the funding of schools must be designed. The way in which resources are distributed to schools has a great impact on QCDM. Schools need sufficient finances to run their daily activities and if this resource is not enough, the quality of the teaching and learning processes are jeopardised.

It is generally known that there is a problem in respect of PPN implementation in KwaZulu-Natal. QCDM is at the centre of DBE functions, but the education level is not where it is supposed to be. It is also clear that in some of the secondary schools in KwaZulu-Natal, there is insufficient number of teachers due to PPN challenges. Therefore, this study seeks to gather sufficient information on the phenomenon under study.

In secondary school there are different challenges in connection with PPN. Teachers are sometimes confused in respect of which school to go to when the year begins because there are various rules for PPN implementation in different regions. For example, more often than not, the DBE struggles with understanding the resolutions reached between the negotiation council and trade unions. Furthermore, the DBE deviates from those resolutions which cause matters to be referred to a court of law which sometimes negatively affects teaching and learning time and therefore teaching and learning are compromised. Learners in classes are without teachers in schools where the learner enrolment decreases. Some subjects are taught by teachers who do not understand those subjects. Due to insufficient teachers, the SMT is actively involved in teaching; therefore, management of the school is neglected. Some schools close due to non-viability and learners have to be transported to other schools for mergers which come with challenges, for example, learner drop outs, financial burden to parents and travelling long distances.

Curriculum delivery and management is the principal task of schools. Without excellent teaching and learning in schools, schools cannot achieve the goals of the DBE. The DBE wants schools to produce capable and independent learners. Therefore, teachers must at all times excel when they perform their duties. Teachers can only excel in an environment that is favourable for them to perform their duties. A favourable environment is the one that provides teachers for all subjects and gives enough teaching material for teachers and learners. The environment at school is favourable if it provides DHs to schools so that they manage curriculum delivery. In a school where enrolment decreases, DHs are redeployed due to unfavourable learner enrolment. In this case, it cannot be generalised that there can be proper curriculum delivery and management where there is no DH. The DBE should have a model in place that provides enough teachers, DHs and other resources to schools.

From the above argument as well as chapter 1 in section 1.2 one may argue that in order to achieve QCDM schools need enough money and a sufficient number of teachers. It is clear from the literature review that the current funding is not sufficient to address the issue of equity in the educational sector in South Africa (Mestry and Ndhlovu, 2014). This empirical exploration attempts to address this situation. The following are the empirical research questions in this study:

The main research question:

What are the perceptions of secondary school teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre about PPN influence on quality curriculum delivery and management in secondary schools?

Sub questions:

- How does PPN influence quality assurance in curriculum delivery in Maphumulo secondary schools?
- What are the curriculum management challenges facing the schools as a result of PPN in Maphumulo secondary schools?
- How does PPN influence assessment in Maphumulo secondary schools?
- What are the solutions to PPN and QCDM challenges faced by Maphumulo secondary schools?

Basing my research questions on the guiding values, it can be argued that these questions were explored in order to obtain knowledge about the ways in which

teachers are allocated to schools and how teaching and learning are affected. Furthermore, the questions strived to obtain ways in which the current PPN can be improved in order to address QCDM. Based on these research questions, the empirical research aimed to explore the influence of PPN on teaching and learning.

4.3 THE RESEARCH DESIGN

Good research begins with careful preparation and meticulous knowledge of research practice. The abilities to design the research and evaluate studies conducted before are regarded as core skills every researcher must possess. Research design is an outline for conducting a study with highest monitoring aspects that interfere with the trustworthiness of the findings. Research design is a map that describes how the journey of generating and analysing data unfolds. Moreover, research design describes the site where the study is conducted. This study focused on the opinions of teachers, the principal and the Chief Education Specialist who work in an environment where PPN and QCDM in secondary schools occur. As a researcher I was guided by the theoretical considerations through the steps of my research process.

Furthermore, research design refers to the conceptual plan according to which the study is carried out. It outlines how the data are generated and analysed, and the research design is not related to any particular data generation method. It is imperative to recognise the kind of evidence needed to answer the research question in an acceptable way. Research design does not only expect and spell out many decisions associated with conducting data generation, processing and analysis, but it also provides a coherent foundation for these decisions.

This study is based on a qualitative research design. Qualitative researchers use different research designs from those preferred by quantitative researchers. The purpose, the nature of the research questions and skills play a critical role in the research design. It is important for researchers to acknowledge that there are no set rules to follow in qualitative research design. Therefore, the researcher has to decide

and work on the strategy. In view of that, I created the strategy which best suited the entire research project. I decided to use a phenomenological strategy to study the influence of PPN on QCDM in secondary schools.

Before making a choice of the best approach in research, the differences between qualitative and quantitative study must be considered. Qualitative researchers focus on how people have different ways of looking at reality; consider the complexity by incorporating the real-world context; study behaviour in natural settings without any manipulation of variables and are flexible and emergent. On the other hand, quantitative researchers describe and understand reality by discovery of general laws; consider complexity by precise definition of the focus of interest and techniques that mean that external noise can be discounted; manipulate some variables while other variables remain constant; use statistical techniques to find out the likelihood of a phenomenon being true and define research processes in advance. They also deal with experiments to test hypotheses.

For any course to be called a *study*, it must conform to certain important features. The following are features of research: **Rigorous**: The study must ensure that procedures followed are able to uncover answers to research questions, are relevant, appropriate and justified. **Systematic**: The procedures used must follow a coherent order and nothing is done randomly. **Valid and verifiable**: The results attained when the research is carried out must be confirmable by the researcher. **Empirical**: This denotes that all the conclusions obtained are based on hard evidence gathered from data generated from real life experiences or observations. **Critical**: The procedure of exploration must be free of setbacks and processes and the procedure must be able to withstand essential scrutiny.

4.3.1 Research paradigm

Since this study is qualitative one, a qualitative paradigm was necessary and the research commenced with the choice of topic and paradigm. *Paradigm* is defined as an ideology and techniques within which a study takes place. *Paradigms* deal with the researcher's first main beliefs which point out where the researcher comes from so as to create significance deep-rooted in data. In addition, the paradigms define

the researcher's philosophical direction. Indeed, paradigms have important implications for every decision made in the research process which includes the selection of methodology and methods. It is therefore important to clearly state the paradigm in which I located my research. I am of the idea that paradigm is the researcher's manner of comprehending the actuality of the world; in addition, paradigm is the belief system the researchers possess as they begin the research process.

Additionally, there are fundamental questions to answer when choosing a research paradigm for a research. **The ontological question**: What is the form and nature of reality as well as what can be known? **The epistemological question**: What is the nature of the connection between the knower and what can be known? **The methodological question**: How can the researcher go about finding out whatever she or he believes can be known? **Axiological question**: Axiology refers to ethical issues the researcher must consider in a study procedure and process in terms of philosophical approach. It must be known to all researchers that, when conducting research, fairness and ethics must be preserved at all times and therefore the personal information about the participants must be treated with dignity.

With constructivism, the vital attempt is to comprehend the personal experiences of individuals about their world. Constructivists stress individuals and their versions of the world around them and the key principle is that of truth being jointly shaped. In this paradigm, theory does not lead research but follows it so that it originates from the data generated by the research act. In this study I was involved without having a theory in mind but listened to the participants and interpreted what they said. Thereafter, I would be able to explain the truth about the influence of PPN on QCDM. During the process I kept in mind that constructivism had multiple truths which came from those who are involved in a phenomenon, such as teachers, the principal and Chief Education Specialist in this case.

Since the research strategy of this study was phenomenological, the research paradigm was interpretive (constructivist) because a semi-structured focus group interview (FGI) and semi-structured individual interviews catered for participants' lived experiences about the phenomenon that was being researched. As a researcher I interacted with participants in face-to-face situations to generate data. The truth in this study came from the teachers, a principal and a Chief Education

Specialist because they were involved in the teaching and management of learners in schools where PPN applied. As a researcher in this study, I interpreted the truth after having listened to participants.

4.3.2 Research approach

The research approach of this study was qualitative. Qualitative research refers to a study that is characterised by a concern for context, natural setting, participant observation, descriptive data, field study, emergent design and inductive analysis (Setati, 2011). Qualitative research uses numerous data generation techniques which involve naturalistic approach to its subject matter and it is concerned with several perspectives.

Qualitative research is interactive, which requires a fairly broad amount of time to thoroughly interview participants. Qualitative research searches for understanding of a phenomenon in a context-specific setting such as the real world and there is no manipulation of the phenomenon. To summarise the above assertions, this approach to research value the exploration and recognition of the meaning individuals or groups ascribe to a social or human problem. This approach includes emerging questions and procedures and data generated in the participants' situation. Furthermore, this approach establishes clear acquaintances with the research aims and the results derived from the raw data. Semi-structured FGI and semi-structured individual interviews were used in this study which was in line with other qualitative researchers in terms of the application of multi-method strategies to generation data.

Qualitative research is more advantageous than quantitative research since it has an increased level of suppleness, not depending on researcher's predetermined belief. This research approach has the ability to focus on the significance of fundamental issues for participants, mainly revealed in inconsistencies in their perspectives and contradictions. In addition, with qualitative research, one can deal with sensitive issues, value the wider social context of people's experiences and make connections across different areas of participants' lives. Truly, concepts and evidence in social

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science research are significant and qualitative research can lead to proper data generation.

However, qualitative research has, as any research approach, its drawbacks. It is too costly and lengthy in nature due to the manner of data generation and analysis of information. It is also reliant on a relatively small number of participants. In addition, many intellectuals and educationists are unenthusiastic to take qualitative research seriously. Undeniably, qualitative research can provide details about human conduct, emotion and character that quantitative studies cannot match. In the same way, qualitative research is significant because it deals with explanation, interpretation and come to terms with the meaning. On the other hand, quantitative research deals with rate of recurrence of certain manipulated occurring phenomena in a positivist manner.

As much as qualitative research is mostly commended, there are some criticisms in terms of quality. Much of qualitative research is of poor standard since there are no clearly set quality criteria available to critique it; therefore, it contains doubts in terms of quality. It is therefore suggested that there must be unambiguous assessment criteria as in quantitative research; the results of the study cannot rely only on implicit comparative assessment. Similarly, the widely levelled allegations against the qualitative research are that it is alleged to be devoid of scientific rigor and 'anything goes' in qualitative research.

I disagree with the above claims which suggest that qualitative research does not have rigor and I state that these claims are misplaced. Qualitative research is able to produce meticulous descriptions of participants' emotions, views and occurrences about the phenomenon under discussion. It can be difficult to use quantitative research which deals with statistical analysis when researching the feelings and opinions of people. In order to obtain people's feelings and opinions about the phenomenon one needs to have discussions with relevant stakeholders. Therefore, I selected qualitative research because it gives sufficient explanations about the research question in social sciences. Unlike quantitative research which can give statistics in the form of numbers, qualitative research deals with human experience in specific settings, as in this case secondary schools and the DBE. Qualitative research caters for individual cases or events. As a researcher I am able to discover the participants' inner experience and interact directly with the participants which

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make data more believable than data that are in numbers. The interactive nature and flexibility of qualitative research made it the best approach in terms of obtaining the information about PPN implementation and QA in secondary schools.

As much as qualitative research is the best in social sciences, it does not produce rational and systematic knowledge. Qualitative research is illogical, subjective and undependable. Qualitative research promotes different meanings for different interpreters and it is an unrestrained system and dependent to the researcher's philosophical stance. Moreover, qualitative research is unable to test hypothesis and does not produce replicable outcomes like quantitative research. Qualitative research can contribute as significantly as quantitative research, particularly policy setting, though it lacks consensus for assessing its quality and robustness.

The availability of immense multiplicity of qualitative research methods makes assessment complicated for clients of study who are not used it. The guidelines for choosing qualitative research suggest that appropriate topics for qualitative research must be selected; the literature review must be consistent with the method chosen; there must be abundant portrayals of participants, context and researcher; there must be appropriate methods of information gathering and information analysis; conclusions must be sound; and research must be important and relevant. As a researcher, even though qualitative research is criticised as biased, small scale and lacking vigour, I maintain that if it is accurately executed, it has the potential of yielding reliable and credible results.

Scholars have different views about qualitative and quantitative research. Those who support quantitative research view science as an integrated attempt that follows related sets of laws and suppositions. Quantitative research centres on goals like duplication and agreement as well as all those goals that support solitary judgment or conclusion. However, scholars who support qualitative research believes that quantitative and qualitative research are two unique and incomparable modes of research. Qualitative researchers are comfortable with pluralism because it maintains that there are essentially different ways of doing business. In support of these claims, I maintain that these two modes of research are totally different. The way the study is conducted and analysed indicates that they are different. A quantitative approach does not care about the differences in human experiences, but

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it just allows for the generalisation of preceding studies which is not the case with qualitative approach.

4.3.3 Research strategy

Research strategy refers to the plan of action that gives path to views and labours which facilitate the researcher to carry out research systematically in order to create excellent results. In addition, research strategy illustrates the foundation for research, and acts as a compass reading for benchmarking purposes. The research strategy of this study is phenomenological. Phenomenology refers to a theoretical approach to conducting qualitative research. The goal of phenomenology is to recognise how people observe the world, and how this outlook differs from recurrently supposed outlook by focusing on people's personal versions of their experiences.

In addition, phenomenology is conducted by interviewing the participants to learn about their feelings and ideas. It is normally used in such fields as psychology, sociology and social work. Therefore, qualitative research is contextualised as unique theoretical worldviews which originate from varied conceptions of reality and all qualitative research has a phenomenological feature, but the phenomenological approach cannot be applied to all qualitative studies. Phenomenology is from hermeneutics and existentialism. In agreement with above assertion, phenomenology is regarded as a didactic qualitative research design and the theoretical foundation for qualitative research. This theoretical foundation stems from the diverse movement with numerous features. Similarly, Van Manen (2019) suggests that phenomenology recognises the central place of personal experience in psychology as an ecological starting point.

4.3.4 The role of the researcher

I am the principal of one of the secondary schools in the circuit. I started as a teacher eleven years ago and served as DH for seven years until I was promoted to the principalship position few years ago. During all these years I attended the school meetings where teachers were declared redundant to post establishment. I have witnessed teachers declared superfluous and feel unhappy during this process. When one is declared redundant, curriculum is the main aspect to be checked for all teachers as some teachers claim to qualify to teach a particular subject even though they do not qualify. The point I want to make is that teachers do not want to be declared redundant even if they are the ones who must be declared so.

I have had experience in PPN implementation and declaring teachers redundant of post establishment and for many years, I have seen the school changing its subject curriculum because of this phenomenon. As a researcher, I used my experiences to determine the research design for this study. I also understand the concerns of the participants about PPN implementation in secondary schools. Participants knew about the difficulties that come with declaring teachers redundant to post establishment. I chose a suitable research design to facilitate the participants' concerns. I used to listen to teachers in their meetings when they discuss PPN challenges in their schools and I paid attention to that.

I know that in qualitative research the researcher is not detached from the study as in quantitative study. As a researcher I am the main data generator and I generate data personally. I personally managed the data generation process and used semi-structured FGI and semi-structured individual interviews in the Maphumulo circuit management centre. I analysed all the transcripts using triangulation strategies. I validated my data using my transcripts from different data generation sessions. I compared data from different sources in order to find the pattern and corroboration of data assisted me a great deal. I had a prolonged engagement with participants because I used to meet them in our principals' and circuit meetings. As a result, I tried to reach a proper understanding of each participant's point of view. The

following section discusses the methods that were applied in the endeavours to answer the research question.

4.4 RESEARCH METHODS

Research methods are the plans, procedures or practices used in the generation of data in order to produce superior comprehension of a matter. In agreement, research methods refer to that variety of instruments utilised to generate data and research methods refer to the instruments and skill for doing research.

Research methodology is defined as a discipline of studying how research is done systematically to adopt rational steps in studying the research problem. Research methodology is an assumption of how a study should carry on with analysis of the suppositions, ideologies and actions in a particular approach to research. I agree with these definitions of research methods and methodology because in this study these concepts are important as stated by these scholars. Indeed, research methods differ from methodology because methods are tools used to answer the research question whereas methodology is a procedure of how the study is conducted.

4.4.1 Selection of participants

Quantitative research follows standard procedures and the participants are selected at random with an aim to remove the influence of external variables and ensure generalisation of results (Sargeant, 2012). However, in qualitative research, the selection of participants is focused and the researcher selects participants who can give sufficient data about the phenomenon. The selection of participants must be informed by the research questions and theoretical perspectives of the study. Population is defined as a group of components, whether individuals, objects, or events, that conform to definite principle and to which the results of the study are to be generalised. I purposefully selected the participants from the secondary schools in Maphumulo circuit management centre. Two teachers per school were selected from five schools that were affected by PPN. In this study one principal from a school that was negatively affected by PPN was sampled and the Chief Education

Specialist of Maphumulo circuit management centre. All the categories of participants were well versed in the influence of the phenomenon under discussion.

The following table presents the profile of the sampling for the semi-structured FGI and semi-structured individual interviews.

Table 4.1: Sampling profile for the semi-structured FGI

Schools	Number of participants	Year of study	Years of service in DBE	
			Teacher per school	Teacher per school
School 1	2	2020	10	9
School 2	2	2020	7	10
School 3	2	2020	10	9
School 4	2	2020	9	12
School 5	2	2020	8	12
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Table 4.2: Sampling profile for the participants in semi-structured individual Interviews

Institution	Number of participants	Year of study	Years of service	Designation
Maphumulo CMC	1	2020	27	CES
School number 6	1	2020	25	Principal

Total	2			

Below is the map of Maphumulo municipality.
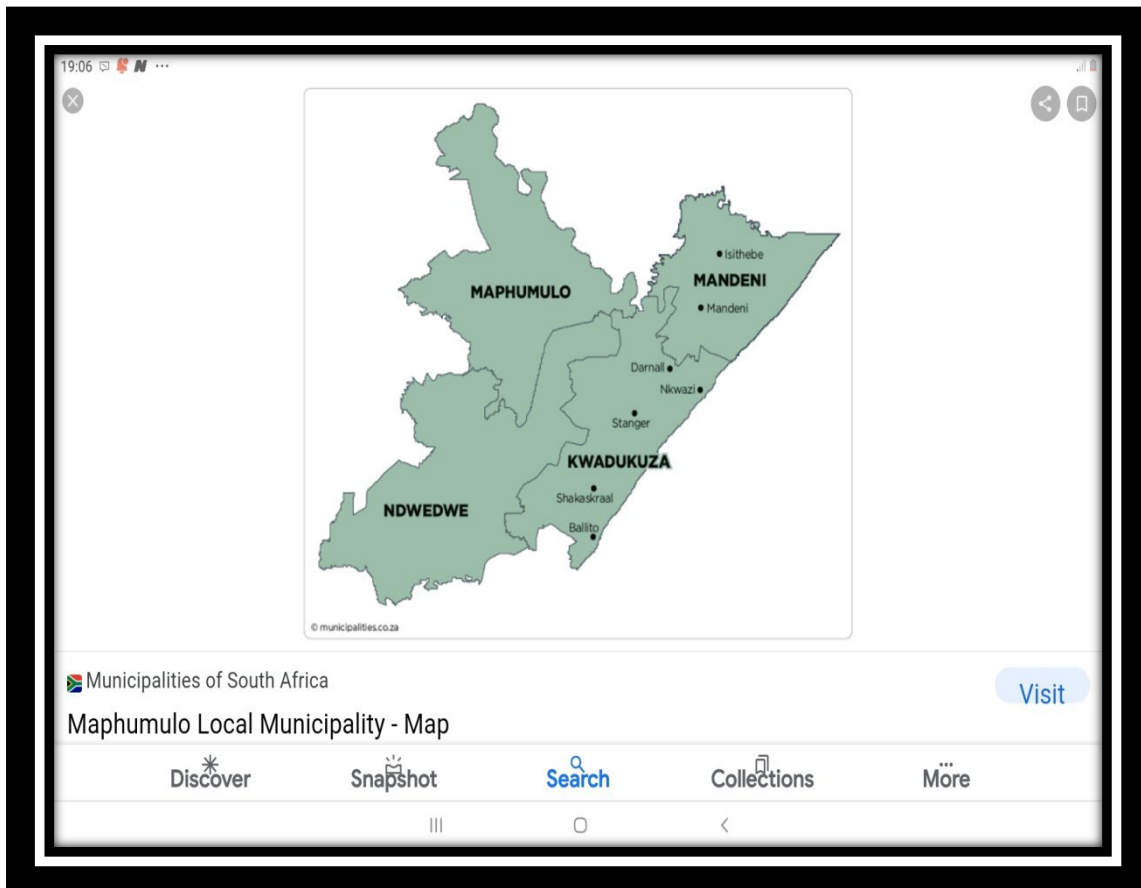
Figure 3.2 Maphumulo municipality map

Qualitative research methods prioritise the sample size when data are generated and the sample size of the qualitative research is smaller than that of quantitative research methods (Dworkin, 2012). This is because qualitative research methods are preoccupied with comprehensive knowledge of a phenomenon and are focused on meaning that is varied. With this in mind, the determination of sample size in qualitative research is contextual and depends on the scientific paradigm under which the exploration takes place. Qualitative research that is orientated towards positivism can allow larger samples than the in-depth qualitative research (Boddy, 2016). I differ with this idea because it is much easier to obtain truth from a smaller

sample than larger sample. I do not believe there is any empirical reason for qualitative research that can be orientated towards positivism. I selected a small number of participants in this study because qualitative research does not allow the selection of a large number of participants. These participants could contribute sufficient data which could assist to answer the research question because they have had experiences of PPN implementation in secondary schools. Principals are the immediate employers in schools and therefore they are the ones who implement PPN at school level. The Chief Education Specialist is the manager in the circuit management centre; therefore, he knows all directives from PED and is the one who is accountable at circuit management centre level about wrong implementation of a policy. I sampled these participants with to address the research question from the viewpoint of those who understand the phenomenon very well.

4.4.2 Data generation

It is imperative that researchers ensure that each source of evidence selected possesses a clear purpose and relates to the study's objectives. This can assist to harmonise data during the data analysis phase (Houghton, Casey & Smyth, 2013). Qualitative data generation methods usually include direct interaction with individuals in a one-on-one situation in a group setting. I employed semi-structured Individual Interviews and semi-structured FGIs. The first data generation method to be executed was the semi-structured FGI which consisted of ten teachers from different secondary schools in Maphumulo circuit management centre where PPN causes problems for teachers and schools. The second data generation instrument was a semi-structured individual interview conducted with the principal of a school which is not viable. Thereafter, there was a second semi-structured individual interview with the Chief Education Specialist of Maphumulo circuit management centre. The duration of both the semi-structured individual interview and semi-structured FGI was one hour respectively. There was a scribe to write transcriptions for me during both semi-structured FGIs and semi-structured individual interviews. My scribe was a teacher because I wanted a person who would not omit crucial points made by the participants. Teachers understand the language that is used in the education sector, particularly schools.

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I used semi-structured individual interviews because I wanted to gauge the viewpoints, feelings, opinions, understanding and thoughts of teachers, the principal and Chief Education Specialist regarding PPN influences on QCDM. Participants understand the situation very well since they experience PPN every year in their workplaces. In addition, with a semi-structured individual interview, the interviewer is able to explore perceptions and opinions of the participants and, should there be misunderstandings, they can easily be corrected because the researcher can clarify a question or rephrase it.

4.4.3 Focus group interview

An interview is characteristically a conversation between two people in which one asks questions and the other answers (Das, 2013). According to Jacobs, Goossens, Dehue and Vollink (2015), a FGI is defined as a small group of six to 10 people who are led through an open discussion by a skilled moderator. The group must be big enough to generate rich discussion but not so large that some participants are left out. The FGI moderator must nurture disclosure in an open and spontaneous format and the duration can be 45 to 90 minutes. In addition, it is important to have a set of carefully predetermined questions, but normally not more than ten to allow free-flowing discussion. In line with the above, I therefore interviewed ten teachers from various secondary schools in a semi-structured FGI as my participants.

Semi-structured FGIs are well-liked and helpful methods to explore complicated actions, where the researcher can collaborate with the participants and information can be provided quicker than if they are interviewed separately (Queriros, Faria & Almeida, 2017).

Furthermore, Dilshad and Latif (2013) mention some of the characteristics of the semi-structured FGI. The semi-structured FGI creates a more natural situation than that of individual interviews because participants influence others and are influenced by others; the sessions revolve around a prompt, trigger or some stimulus introduced by the researcher in order to focus the discussions; the researcher is not a neutral person but is involved; and there is interaction between group members which gives a particular value to compiling opinions of people. Additionally, the semi-structured FGI is used as a chief source of data generation to generate survey questionnaires

and develop programmes or to validate the findings of quantitative research, and it may be used for triangulation in multi-method studies.

The semi-structured FGI has some advantages and disadvantages. The benefits are that a semi-structured FGI is cost-effective, it is supple in making contact between the researcher and participants possible and the researcher is allowed to explore issues in detail and address new issues as they arise (Shek, Yu, Wu & Chai, 2017). Participants are comfortable to talk in a group, more so than in an individual interview and proper interaction may generate more discussion to get more information. Moreover, the data are in the participants' own words. However, groups may be very difficult to bring together; group setting can influence the participants' answers; if there are only a few in the group, research results can be compromised; and focus group discussions can be very difficult to summarise and interpret in qualitative research, more so than in quantitative research (Jacobs et al., 2015).

Semi-structured FGI is easy to carry out and gainful. With the semi-structured FGI, topics can be searched easily and the results of the semi-structured FGI can be obtained speedily. Semi-structured FGI can be of great help when it is used in a methodological mix to reinforce the study. The semi-structured FGI can precede a quantitative research method, can be used at the same time as a quantitative research method and can follow a quantitative research method. A semi-structured FGI interview is disadvantageous in some cases because it is not based on natural mood. The researcher is restricted in data generation, the interaction may lose direction, and data analysis is difficult to do. I decided to use this technique because when it is used appropriately it can collect high quality data in the social context and it makes it easy to understand the phenomenon from the perspective of the participants. Though I understand the phenomenon, I wanted to generate rich and comprehensive data about thoughts and perceptions of participants in their own words. I also wanted to know the participants' experiences on PPN as it is a sensitive matter since it involves the redeployment of teachers. In addition, I selected this technique because it could give marginalised teachers the opportunity to express their emotions about the phenomenon.

I made sure that the participants understood the questions. The questions were short and to the point; purposeful on one aspect; and they were unequivocal and unrestricted. As I decided on a semi-structured FGI, I was aware of dichotomous

questions; I asked unrestricted questions and questions with "why" to obtain rationality; and I avoided irrelevant jargon because the aim was to generate data, not to ascertain how much they knew about PPN.

4.4.4 Semi-structured individual interview

With the semi-structured individual interviews, I wanted to capture the voices and the ways people make meaning of their experience (Rabionet, 2011). The second data generation method in this study was in-depth interviews in the form of semi-structured individual interviews. In-depth interviews are defined as a qualitative research skill which involves carrying out rigorous individual interviews with a small number of respondents to explore their views on a particular thought, programme or situation. Likewise, Turner (2010) defines in-depth interviews as open-response questions to generate data about participant meanings, how individuals conceive their world and how they give details of the significant measures in their lives. More specifically, this study had a phenomenological design in which in-depth interviews were used to study the meanings of lived experiences among selected participants (Pietkiewicz & Smith, 2014). With this in mind, I wanted to generate data that could respond to my research question.

In addition, there are three types of research interviews, namely structured, semi-structured and unstructured interviews (Jamshed, 2014). The interview schedule of this study was semi-structured. A semi-structured individual interview consists of numerous key questions that help to describe the areas to be explored but allows the interviewer or interviewee to deviate in order to pursue an idea in a more detailed manner. In support of this description, McGrath, Palgren & Liljedahl (2018) maintain that this structure gives a participant some guidance on what to talk about which is very helpful for participants. Due to its flexibility, there is an allowance of discovery or elaboration of information that is important for participants but was not previously thought pertinent by the researcher. Research interviews employ interpersonal skills such as questioning, conversing and listening and the fundamental purpose of the research interviews is to listen attentively to what participants have to say with an aim of acquiring more knowledge about the study topic. This study had semi-

structured questions for participants in the semi-structured individual interview and the lived experiences of participants were explored.

It is crucial to have an interview schedule before the research interview is conducted. It is of utmost importance to ask questions that will produce as much information about the phenomenon studied as possible and has the ability to address the aims and objectives of the research. Since this study was qualitative, it required questions which were unrestricted, unbiased, insightful and comprehensible. Easy questions must be asked in the beginning; thereafter difficult questions may come and this can help the participant to feel at ease, building up confidence and rapport as well as generating data that can subsequently take the interview further (Cramer, 2017). Before the generation of data, the interview schedule was tested on several participants prior to the data generation stage. By so doing, the research team established if the schedule was clear, understandable and capable of answering the research questions. Any necessary changes to be made to the interview schedule were allowed.

The environment where interviews were conducted was free from distractions and the location was suitable for participants in terms of distance. As a researcher, I familiarised myself with the interview schedule so that the process would appear more natural and less rehearsed and I made sure that data generated was comprehensive and representative of the research phenomenon.

4.4.5 Data analysis

The data analysis process must be adapted so that it promotes flexibility, detects fundamental issues and interprets the data's meaning throughout the data analysis process. Literature suggests that multiple sources of evidence are a fundamental feature of qualitative research methods (Houghton, Casey & Smyth, 2017). It is important to scrutinise each phase of the analysis process as well as the preparation, organising and reporting of the results. The researcher identified the pattern and relationships among the categories. A qualitative study has a great amount of data to be analysed, summarised and interpreted.

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With the above in mind, the distinguishing attribute between qualitative research and quantitative research is that in qualitative research the analysis is done during data generation as well as after all the data have been generated. Data generation and analysis are interwoven and influence one another. Qualitative data analysis is a systematic process whereby the data is coded, categorised and interpreted to provide explanations of a single phenomenon of interest. When analysing qualitative data and the process does not proceed smoothly, the researcher may return to the field, if necessary, to seek additional information as well as to validate emerging patterns. It is apparent that there is no standard procedure for qualitative data analysis but it depends on the researcher's intellectual rigour and a tentative interpretation until the data analysis is completed.

The above assertions are true because in my study I played a crucial role in data analysis because I understood the phenomenon under discussion. This made it easier for me to interpret data and come up with themes. This started from the data collection stage until the end and in this study I was very careful to obtain data that could answer the research question. Without the intellectual vigour and cautious interpretation of the researcher, untrustworthy results may be obtained. In this study, because participants just answered the questions, they did not know which research questions were addressed.

The procedure for inductive analysis of qualitative research suggests that the researcher needs to configure the raw data, read in detail and measure and describe the categories. In the end, coding and refinement of categories must take place.

When I analysed my data, I looked for patterns to emerge around the specific items in the data; I found out if there were any deviations from these patterns; what interesting stories emerged from the data; if any of the patterns that emerged suggested that additional data needed to be generated; and did the patterns that emerged support the findings of other corresponding qualitative analyses that had been conducted (Cronin, 2014). In this study I prepared raw data, read data closely, created codes and revised themes until they were refined. Again, in this process I intensively read the transcripts until proper interpretation of data was reached.

Literature suggests that qualitative research data analysis is very complicated as compared to quantitative data analysis because it includes multiple phases.

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Qualitative data analysis includes a logical searching for meaning and the attainment of understanding. Therefore, qualitative data analysis involves exploration, organising, categorising, synthesising and interpreting data in order to see patterns, categories and themes. It is mostly criticised for involving exploration of data extorted from small, non-random samples and findings are non-generalisable beyond the local research participants (Onwuegbuzzie & Frels, 2016).

Therefore, the above-mentioned steps in my qualitative data analysis were taken into consideration. I prepared my data from the semi-structured FGI and semi-structured individual interviews in an orderly fashion. When I analysed data, I kept my objectives and sub-questions in mind. When I coded the related data that dealt with one issue, they were coded the same. Thereafter, I decided on categories and themes. The themes entailed sufficient information to answer the research question. These themes helped in arriving at the conclusion (Onwuegbuzie & Frels, 2016). Those themes were the influence of PPN on quality curriculum delivery, implementation of quality assessment, the influence of PPN on quality curriculum management, influence of PPN on basic functionality of schools and recommendations on quality curriculum delivery and management.

4.5 MEASURES FOR TRUSTWORTHINESS

Due to the subjective nature of qualitative methods, it is wise for a researcher to develop ways which can ensure trustworthiness in this kind of research. The aim of trustworthiness in qualitative research is to support the argument that the findings of the enquiry are worth paying attention to. Trustworthiness has four decisive factors to measure the quality of the study, namely integrity, transferability, reliability and conformability.

I believe that qualitative researchers deal with how congruent the findings of the study are with reality and as a researcher I also had to establish if the study was believable from the perspective of the participants in the research. Therefore, from this perspective, the purpose of qualitative research is to describe the phenomenon under discussion through the eyes of the participants and participants are the only people who can judge if the findings of the study are believable. As a result, if the

study is not believable, it cannot be accurately transferable. If the study is credible, then the truth value surely exists in qualitative research and truth value is the most important criterion to assess the credibility of qualitative research. Triangulation is the only technique to guarantee the trustworthiness of the study.

In support of the above claims, Mantshonga (2015) states that triangulation has to do with the use of multiple methods, investigators, sources and theories in order to corroborate evidence in the study. Triangulation helps to reduce bias and it also allows cross-examination of the integrity of participants' responses in the study. When doing triangulation, multiple researchers can research one research problem to bring different dimensions to the inquiry, the different sources of data can be used to enhance the quality of the data from different sources, and different methods can be used (Friese, 2019). In this study, a semi-structured FGI was used to generate data as a first step of the research process. After that I used semi-structured individual interviews to triangulate the data that I had already obtained. This gave me confidence that the findings would be believable and trustworthy and I believe that using more than one research method can create more opportunities for trustworthiness in research.

In light of the above, qualitative researchers feel that it is not good to use validity and reliability to assess the trustworthiness of a qualitative study (Houghton et al., 2013). Literature suggests that trustworthiness becomes a matter of persuasion and further maintains that validity is for positivists and therefore must not be linked to qualitative studies. Moreover, a study is trustworthy only if the reader of the research report judges it to be so. Trustworthiness consists of four components.

4.5.1 Credibility

Credibility relates to validity for positivists; dependability relates to the property of the things themselves and according to qualitative researchers it is not correct to either expect researchers or participants to arrive at the same themes and categories as the researcher. Qualitative researchers believe that any attempt to increase reliability and conformity in studies promotes artificial consensus which leads to meaningless

findings (Gray, 2019). It also refers to confidence in the truth of the study in terms of the findings.

4.5.2 Transferability

Transferability means the extent to which the results of a research have applicability in other similar circumstances. Transferability is regarded as a kind of external validity. It can also relate to the extent to which the results of a particular study can be extrapolated with confidence to a wider population though in a qualitative study generalisation is not allowed. In addition, in qualitative research it is not desirable to demonstrate that the findings are appropriate to other situations but the aim is to find out and describe if there is a lack of clarity that prevents the phenomenon from being clearly defined (Drury, Homewood & Randall, 2011).

4.5.3 Dependability

Dependability means that the findings of the study are stable and consistent over time and under different circumstances. To have the best dependability in a study, it is important for me as the researcher to know the principles and the criteria that I used in the selection of the participants.

4.5.4 Conformability

It refers to the degree of neutrality by which the findings of a study are shaped by the participants and not researcher bias, motivation or interest. In simple terms, conformability means that the findings are objective and data accurately represent the information obtained from the participants. Conformability also means the extent to which others agree with the findings or corroborate with the findings of the study However, I disagree with this idea of corroboration because a qualitative study deals with small samples. In bigger samples differences may arise in terms of corroboration.

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On the techniques for establishing credibility, Friese (2019) argues that reliability and validity in quantitative research are misleading and states that the quality of any study in any paradigm must be judged on its own terms. In qualitative research, the emphasis on credibility, neutrality, consistency and applicability is essential to attain the trustworthiness of the study (Mason, 2017). Literature suggests that the usual principles of good science require redefinition in order to fit the realities of qualitative research because reliability has no place in qualitative research (Friese, 2019).

To maintain quality in a qualitative study a pragmatism approach is the best since pragmatist believe in using several insights about a single fact. In addition, realists believe in involvement of triangulation of various data sources. Again, constructivists view knowledge as socially constructed and changeable at any time depending on the circumstances. In addition, constructivists maintain that all knowledge and meaningful reality are dependent upon human practices being constructed in and out of interaction between human beings and their world. I therefore believe that in any qualitative research, the aim of the study is to engage in research and probe for deeper understanding rather than examining surface features.

The trustworthiness of a research study is significant for evaluation of the quality of the study. When deciding trustworthiness of qualitative research, triangulation must be taken into consideration. Researchers need to design alternative models for trustworthiness in a qualitative study and the models must be suitable for a qualitative design in order to ensure rigor without sacrificing the significance of the research. It is suggested that research is believable when it presents truthful interpretations of human experience by people who have some such experience. Therefore, truthfulness is the critical factor for the measurement of qualitative research.

4.6 ETHICAL MEASURES

Ethical considerations are the principal factors and pillars that assist in assessing any researcher's behaviour. A qualitative researcher has to plan how to handle the ethical predicament in an interactive data generation process because ethics and integrity are important for social scientists (Israel, 2014). Before I began with the data

generation process, I informed participants about the details and gave them assurance about ethical principles such as anonymity and confidentiality so that they had some idea of what to expect from the data generation sessions (Houghton et al., 2013). This increased the likelihood of honesty and facilitated the informed consent process. Since the study was qualitative, I used discussions and negotiations to resolve any ethical predicament in data generation and decided to negotiate with participants to resolve any issue so that we could reach consensus in respect of our situational priorities. I aimed to observe the following ethical measures with participants:

4.6.1 Permission and access for generation of data

I requested permission from the Maphumulo circuit management centre. In addition, I requested permission from teachers themselves who would participate in semi-structured FGIs as well as the Chief Education Specialist who would be a participant in a semi-structured individual interview.

4.6.2   Informed consent

In this study, no participant was coerced to participate. They participated willingly and were conversant with the aim of the research. Teachers in the semi-structured FGI, the Chief Education Specialist of Maphumulo circuit management centre in the semi-structured individual interview and one principal in the semi-structured individual interview signed consent forms before engaging in the study. Therefore, participation in the research was optional and participants were so informed.

4.6.3 Confidentiality and anonymity

Privacy, confidentiality and anonymity in this kind of study are of paramount importance in ethical considerations (Gibson, Benson & Brand, 2013). I assured participants that their names and identity would not be divulged in the public domain as there was no need for this. When the semi-structured FGIs and semi-structured

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individual interviews took place, transcripts did not contain their real names in the data generation processes. In actual fact, no participant was asked to reveal his or her name when the study was conducted. The scribe wrote data without disclosing names even if he or she knew the names of participants.

4.6.4 Caring and fairness

When conducting a study, it is fundamental for every researcher to be considerate and just. Prior to the data generation processes, I had discussions and negotiations with the participants so that fairness and open discussions could be observed. I assured participants of human dignity and freedom of choice.

4.7 SUMMARY

This chapter has focused on the research design and methodology that are pertinent to this study. Sufficient information in respect of the process and procedures of this study was given. This study accepts the constructivist paradigm which maintains that there are multiple socially constructed realities. The following chapters will build on the methodological propositions stated in this chapter by using data generation to analyse qualitative research. This chapter pointed out that data generation and analysis are interactive in nature and occur in overlapping cycles. Thus, research strategies must be flexible rather than rigid so that there can be corroboration and new ideas in data generation. This chapter comprehensively dealt with data generation strategies which were followed and measures that were taken to ensure trustworthiness and ethical conscientiousness. The following chapter will analyse and interpret the presented data.

CHAPTER 5: ANALYSIS AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION

This study aimed to explore the influence of PPN on quality assurance in curriculum delivery and management in secondary schools. Chapter 4 discussed the research design and methodology for this study. This chapter aims to present and discuss the findings of the phenomenological study as stated in section 1.3.1. The focus of this chapter is to present the data analysis which was used in this study. Semi-structured FGIs and semi-structured individual interviews were used.

5.2 DATA ANALYSIS

This is the phase where data are analysed. The data from the semi-structured FGI and semi-structured individual interviews were analysed.

5.2.1 Semi-structured focus group interview

During this stage, the following questions were put to purposefully sampled teachers and there were ten teachers from different secondary schools in the semi-structured FGIs. These are the questions asked: How does PPN influence quality assurance in curriculum delivery in Maphumulo secondary schools? What are the curriculum management challenges facing the school management team caused by PPN in Maphumulo secondary schools? How does PPN influence assessment in Maphumulo secondary schools? What are the solutions to PPN and QCDM challenges faced by Maphumulo secondary schools?

As discussed in section 4.4.3, the semi-structured FGI was the first instrument to generate data in this study. The semi-structured FGI schedule was designed and the questions were asked to participants. The questions were asked one by one. The participants were free to answer the questions the way they wanted to. This semi-structured FGI session took place in 2020 and as the researcher I facilitated the

process and procedure. The aim of the semi-structured FGI was to get views from people who had experienced the same phenomenon in different schools to capture factual information about PPN.

I went through all the data and marked each paragraph with the appropriate code. As the codes developed, I counted the frequency with which those codes appeared. The codes were given numbers and the frequency of the codes was noted. This process started immediately after the initial data generation process and it continued until all sessions had been concluded. In concluding, I adopted these steps as illustrated by Dudovskiy (2018):

- Developing and applying codes
- Identifying themes, patterns and relationships
- Summarising the data.

Data analysis of this study was based on its research design as outlined in section 4.3.3, namely, phenomenology which presupposes that the way of obtaining the truth is to ask those who are involved in that particular phenomenon. Furthermore, phenomenological research design attempts to set aside biases and preconceived assumptions about human experiences, feelings about and responses to a particular situation (Giorgi, 2012). This data analysis, which is derived from the research questions and literature study, encouraged me as the researcher to read and internalise what was said and what was not said by the teachers, a principal and Chief Education Specialist as participants. Data analysis is the process which Fidan (2017) describes as a theoretically flexible method that organises, describes and interprets qualitative data. The data analysis was presented according to the pattern that took place in the data generation process. This process began with the semi-structured FGI; thereafter, semi-structured individual interviews followed.

During this phase the following open-ended questions were asked:

1. What is your view of the effects of PPN on quality curriculum delivery in Maphumulo secondary schools?
2. How does PPN affect quality curriculum management in Maphumulo secondary schools?
3. How does PPN affect quality assessment in Maphumulo secondary schools?
4. What must be done by Maphumulo secondary schools to improve quality curriculum delivery and management?
5. How can the Department of Basic Education improve the design and implementation of PPN in secondary schools?

The participants were seated around the table so that the session would commence smoothly. The open-ended questions were asked to establish the overarching conceptions and views of teachers, the principal and Chief Education Specialist on PPN and QCDM.

In order to analyse data in terms of the semi-structured FGI, I read the transcripts from the semi-structured FGIs many times in order to get to the truth and divided the responses into different sections to determine the potential themes and categories so that coding could begin. As a researcher, I put together the related topics from the transcripts and compared the data in order to identify the trends and patterns. The rising themes were cross-referenced with research questions and the conceptual framework of the study to make sure that the research was still on track. In the final analysis, I arrived at the following five broad themes which were displayed by the data that were generated with the semi-structured FGI:

5.2.2 The influence of PPN on quality curriculum delivery

In this study, this theme refers to the impact of PPN implementation on the quality of curriculum delivered to learners in secondary schools. This delivery of curriculum is about teaching and learning in class and any matters related to the classroom

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situation and the work of learners and teachers. Teachers are supposed to do different tasks in order to implement CAPS correctly. After analysing this theme, I arrived at the following categories: poor curriculum delivery, overloaded teachers, lesson preparations, class teachers, teaching methods, marking of work, assessment and corrections and remedial work.

5.2.3 The influence of PPN on quality curriculum management

This theme addresses the issue of PPN but in this case on the management of curriculum by the SMT. SMT has a duty to manage curriculum delivery in schools as prescribed by the DBE. The categories derived from this theme were the following: monitoring and moderation of teachers and learners' work, programme of assessment, annual teaching plan, CAPS policy document, examination guidelines, and textbooks used and other material.

5.2.4   The influence of PPN on basic functionality

The school's basic functionality refers to the daily running of the school. The functionality of the school means all learners are in class and teachers are teaching and that the SMT monitors curriculum delivery in schools in an acceptable manner. To be specific, basic functionality refers to maintaining order and discipline in the school so that all activities of the school can take place. The categories derived from this theme were the following: orderliness at school, discipline, functioning of school, available resources, facilities, and arrival of teachers.

5.2.5 The solutions on quality curriculum delivery and management

This theme has to do with what must be done in schools to ensure QA in curriculum delivery and management. It deals with recommendations specifically with regard to quality assurance in curriculum delivery, management, basic functionality and assessment. The categories derived from this theme were the following: class visits,

modern teaching methods, LTSM, proper lesson plans, monthly tests, quality assessment tasks, daily assessment and quality class tests.

5.2.6 Solutions on PPN design and implementation

This theme deals with what must be done in the current PPN design or formula in order to cater for basic functionality, curriculum delivery which includes assessment, teaching, learning, examinations and management of all these curriculum activities of the school. The categories derived from this theme were the following: Sufficient teachers, review PPN and amend formula for PPN, teachers' specialisation, teacher assistants, rural areas, and consideration in learner enrolment.

Table 5.1: Themes and categories derived from the semi-structured focus group interview data

THEME NUMBER	NAME OF THEME	CATEGORIES
Theme 1	Quality curriculum delivery	- Poor curriculum delivery - Overloaded teachers - Lesson preparations - Class teachers - Teaching methods - Marking of work - Assessment - Corrections and remedial work
Theme 2	Quality curriculum management	- Monitoring and moderation of teachers and learners' work - Programme of assessment - Annual teaching plan - CAPS policy document

		• Examination guidelines
		• Textbooks used and other material
Theme 3	Basic functionality of the school	• Orderliness at school
		• Discipline
		• Functioning of school
		• Available resources
		• Facilities
		• Arrival of teachers
Theme 4	Recommendations on quality curriculum delivery and management	• Class visits
		• Modern teaching methods
		• Learner-teacher-support-material
		• Proper lesson plans
		• Monthly tests
		• Quality assessment tasks and daily assessment
		• Quality class tests
Theme 5	Recommendations on PPN design and implementation	• Sufficient teachers
		• Review PPN and amend formula for PPN
		• Teachers' specialisation
		• Teacher assistants
		• Rural areas consideration in learner enrolment

5.3 SEMI-STRUCTURED INDIVIDUAL INTERVIEWS

After the semi-structured FGI with teachers, I commenced the semi-structured individual interview with the principal of one of the schools affected by PPN. During this time, I had already made notes on the points I wished to make as an immediate follow-up during the semi-structured individual interview to seek clarification. This

principal comes from a school that was highly affected by PPN. In this school there are four teachers who are teaching the Further Education and Training and General Education and Training band.

During this session the principal felt comfortable since he was the only participant and therefore spoke freely. He showed some emotion on this topic because he talked about something that he had experienced in his school. The scribe wrote the transcript for me. The aim of this semi-structured individual interview was to confirm the views and perceptions expressed by teachers in the semi-structured FGIs about PPN effects on QCDM. As a researcher I focused on differentiating between realities as contained in literature with what transpired in the interview sessions as participants gave their accounts on PPN. Chapter 2.4 concurs with participants that QA in secondary schools includes aspects such as availability and quality of resources as well as quality processes in the education system. In addition, it is a reality that the policy-making process is expected to produce feasible policies in terms of implementation.

On the same day as that of semi-structured FGI, the semi-structured Individual interview with one principal from a seriously affected school took place. The principal was already aware of the semi-structured individual interview beforehand. As a researcher I wanted to follow up on some questions which I believe were not sufficiently addressed during the semi-structured FGI. I chose the principal as I knew that he was from a school which was severely affected by PPN and the principal had vast experience in teaching since he had a long service record in the DBE.

I asked questions from the semi-structured individual interview schedule. I probed the principal for clarity purposes in all questions. As I was interviewing the principal, the scribe wrote transcripts so that the whole discussion was captured. The aim of the semi-structured individual interview was to find out the views of the principal on PPN influence and corroborate the findings of semi-structured the FGI. I also wanted to compare what literature said and what was said by the principal in the semi-structured individual interview. In addition, the semi-structured individual interview with the Chief Education Specialist of the Maphumulo circuit management centre took place on the following day at a different venue.

After analysing the data for the semi-structured individual interviews, I arrived at the following six themes:

- The influence of PPN on quality curriculum delivery.
- The implementation of quality assessment.
- The influence of PPN on quality curriculum management.
- The influence of PPN on basic functionality of schools.
- The recommendations on quality curriculum delivery and management.
- The recommendations on PPN design and implementation.

During the semi-structured individual interview stage, I based my probing and discussion primarily on the semi-structured individual interview schedule prepared beforehand. I then arrived at six themes in the semi-structured individual interview. This process assisted me in triangulating the findings from the semi-structured FGI with those from the semi-structured individual interview and *vice versa.* I therefore reached one trustworthy construction of the reality.

As already mentioned in the previous paragraph, I identified one additional theme, namely *the implementation of quality assessment.* The following table (Table 5.2) depicts the six themes and categories that emerged after the analysis of semi-structured individual interview data.

Table 5.2: Themes and categories derived from the semi-structured individual interview data

THEME NUMBER	NAME OF THEME	CATEGORIES
Theme 1	Quality curriculum delivery	- Redeployment of teachers - Poor curriculum delivery - Duty load - Overloaded teachers - Lesson preparations - Class teachers - Teaching methods
Theme 2	Implementation of quality assessment	Marking of work

		• Formal assessment tasks (assignments, projects and examination) • Daily assessment • Corrections and remedial work
Theme 3	Quality curriculum management	• Monitoring teachers' work • Monitoring learners' work • Check marking • Standard of assessment questions • Levels of intelligence • Programme of assessment • Annual teaching plan • CAPS policy document • Exam guidelines • Monitoring tools- internally • Monitoring tools- externally • Moderation of work internally and externally • Workbooks of learners • Textbooks used and other material
Theme 4	Basic functionality of schools	• Orderliness • Discipline • Functioning of school • Available resources • Facilities
Theme 5	Recommendations on quality assessment, curriculum delivery and management.	• Class visits • Modern teaching methods • Learner-teacher-support-material (LTSM)

		- Proper lesson plans
		- Monthly tests
		- Quality assessment tasks
		- Quality class tests
		- Daily assessment
		- Attending workshops/training
Theme 6	Recommendations on PPN design and implementation	- Sufficient teachers
		- Review PPN
		- Amend formula for PPN
		- Minimum of 7 teachers per school- FET
		- Teachers' specialisation
		- GET teachers-specialise
		- Teacher assistants
		- Rural areas consideration in learner enrolment

The following table combines both the data analysis from semi-structured FGIs and semi-structured individual interviews. Therefore, data analysis and interpretation of this study are based on the following table (Table 5.3).

Table 5.3: A comprehensive table of the data analysis derived from semi-structured focus group interview and semi-structured individual interview

THEME NUMBER	NAME OF THEME	CATEGORIES
Theme 1	Quality curriculum delivery	- Redeployment of teachers - Poor delivery of curriculum - Overloaded teachers - Lesson preparations - Class teachers - Teaching methods
Theme 2	Implementation of assessment	- Marking of learners' work - Assessment tasks - Corrections and remedial work
Theme 3	Quality curriculum management	- Monitoring and moderation of learners' work - Moderation of question papers' standard - Quality standard of tasks - Programme of assessment - Annual teaching plan - CAPS policy document - Examination guidelines - instruments- externally - Workbooks of learners - Textbooks used and other material
Theme 4	Basic functionality of schools	- Orderliness at school - Discipline - Functioning of school - Available resources

		• Facilities
Theme 5	The recommendations on quality assessment, curriculum delivery and management in the secondary schools	• Class visits • Modern teaching methods • Learner-Teacher-Support-Material (LTSM) • Proper lesson plans • Monthly tests • Quality assessment tasks • Quality class tests • Daily assessment • Attending workshops/training
Theme 6	The recommendations on PPN design and implementation	• Sufficient teachers • Review PPN • Amend formula for PPN • Minimum of seven teachers per school- FET • Teachers' specialisation • GET teachers specialise • Teacher assistants • Rural areas consideration in learner enrolment

5.4 DATA INTERPRETATION AND DISCUSSION

In this section data generated during the semi-structured FGI and semi-structured individual interviews are interpreted based on the themes and categories which are mentioned in table 5.3 which represents a comprehensive analysis of the two data generated sets. Furthermore, after the interpretation of data, a brief discussion is presented for each category in the respective theme.

In this section, I interpret the data within the framework of the literature review and the research questions. With this in mind, there is a need to revisit the main research question and sub questions as mentioned in 1.3.1.1.

The main research question

What are the perceptions of secondary school teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre about PPN influences on quality curriculum delivery and management in secondary schools?

The sub questions

1. How does PPN influence quality assurance in curriculum delivery in Maphumulo secondary schools?
2. What are the curriculum management challenges facing the school management team caused by PPN in Maphumulo secondary schools?
3. How does PPN influence assessment in Maphumulo secondary schools?
4. What are the recommendations on PPN and QCDM challenges facing Maphumulo secondary schools?

In order to comprehend the perceptions of secondary school teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre, I closely scrutinised the data from the semi-structured FGI and semi-structured individual interview transcripts.

The following discussion is based on the main areas identified during the different junctures of data generation methods:

1. The influence of PPN on quality curriculum delivery.
2. The influence of PPN on the implementation of assessment.
3. The influence of PPN on the quality curriculum management.
4. The influence of PPN on basic functionality of schools.
5. The recommendations on quality assessment, curriculum delivery and management.
6. The recommendations on PPN design and implementation.

The CAPS document states all details as to what is expected of all teachers in secondary schools regarding curriculum delivery and management. Examinations, tests, hours per week, marks for tests, marking of work and many other issues that pertain to the delivery of curriculum to learners are included in the document. Teachers are expected to observe all the prescripts of CAPS.

5.5 QUALITY CURRICULUM DELIVERY IN SECONDARY SCHOOLS

In this section I present the findings of PPN influences on QA in curriculum delivery in secondary schools based on the categories stated in Table 5.2 above.

5.5.1 Redeployment of teachers

The redeployment of teachers in secondary schools is very devastating. After the declaring of teachers who are additional to post establishment, the schools must inform the circuit management centre so that the circuit management task team meeting takes place to place teachers. With the redeployment process, the schools cannot guarantee that when the following year begins there will be sufficient teachers in the school. When teachers are placed within the circuit, the Chief Education Specialist tries to match the subjects and subject teachers and this is a lengthy process. Participants in the semi-structured FGI all agreed that the redeployment of teachers due to PPN changes in secondary schools hinders the delivery of quality curriculum. To concur with the above sentiment, this is what the principal had to say:

> …schools are suffering because learners can even stay for four months without a teacher in class and when examinations come learners are not performing well…. this will continue to haunt the school until it performs poorly for many consecutive years.

The redeployment of teachers is also problematic to teachers who are declared additional to post establishment. They have to travel to places which are far from their homes. Expenses for teachers increase as they have to rent houses or flats to

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stay near the new schools. They have to familiarise themselves with new places all the time when they are redeployed. Once a teacher is redeployed, there is a possibility that the same teacher will become additional to the post establishment of the new school if it has lower learner enrolment because learner enrolment may decrease at any time. The last-in-first-out principle can make the life of the redundant teacher very difficult. Teacher B in her own words had this to say during the semi-structured FGI:

> …redeployment decreases the morale of the teacher to work…teacher changes the environment now and then. The teacher's social life is disturbed because he or she must learn to live with new communities, learners and staff members. This movement of teachers interfere with producing quality in class.

5.5.2 Poor delivery of curriculum

Teachers are teaching unreasonably many different subjects at present. For some of the subjects they teach they do not have sufficient knowledge. Some teachers teach all grades in the school from grades 8 to 12. They even teach more than one subject in some grades. They then need to go to workshops and training but there are no training programmes organised for teachers who are teaching subjects which are beyond their specialisation. This is what teacher A had to say in the semi-structured FGI:

> I teach grade 8, 9, 10, 11 and 12 Mathematics…I teach Mathematical Literacy in grade 12… I cannot teach well because I am on my feet the whole day. The tea break is 45 minutes after that I go back...every day I teach for six periods. Sometimes I am supposed to teach a certain class only to find that I do revision with grade 12 during examination times. My teaching is not smooth. I get tired every day.

5.5.3 Overloaded teachers

It is very difficult to teach in a school that is negatively affected by PPN. Teachers have to claim or convince themselves they are able to teach any subject. The school does not practice any specialisation. Teachers must be prepared to go beyond their normal duties and go the extra mile. According to teachers in semi-structured FGI this overload does not allow teachers to be at ease when doing their tasks; they always panic, feel demoralised and lack self-confidence because they know for a fact that whatever they do in class is not right because sometimes they are not sure of what they teach the learners. They must give tasks to learners and do marking and recording. Teachers must also do submissions to DHs for internal moderation purposes.

It is prescribed that teachers after completing each assessment task they must analyse the results in order to ascertain how learners performed in each question or task. The overall analysis of results must be submitted to the circuit office so that it is submitted to the district office. The South African Schools Automated Management Systems programme must be completed at the same time in secondary schools per term, per subject and per task. Learners' results in South African Schools Automated Management Systems are not categorised in the same way as the mark sheet used by teachers and their subject advisors which means they have to convert marks to the version that is in the South African Schools Automated Management Systems programme. This is a time-consuming process which disrupts teaching time. If the subjects according to CAPS are allotted four hours per week, it must be adhered to. Therefore, it is not easy sometimes to comply with CAPS due to overload; therefore, non-compliance hinders the quality of teaching learners receive.

Next, teachers are expected to implement co-curricular and extracurricular activities in their schools. They must attend meetings for planning and conducting competitions for cultural activities and sports. Excursions and trips for learners must also be planned with the purpose of teaching and learning outside of schools to help learners to understand the world of work and enlighten subject matter. This serves as experiential or environmental teaching for learners. Furthermore, allowing learners to go for educational tours adds value to the curriculum and also puts into practice the principle of totality in teaching. With overloaded teachers, all these

wonderful opportunities for learners to learn are passed by which is not good for the schools and learners. To substantiate all these claims, the principal had this to say:

….in other days we are only two when others went to workshops and external moderations. One day I was supposed to be alone because all teachers were committed but I had to ask one teacher not to go…at the same time it's important to allow teachers to attend workshops.

5.5.4 Lesson preparations and planning

Teachers as professionals must prepare their lessons before teaching and learning takes place. In a school where there is a noticeable decrease in the number of teachers, lesson preparations are not properly done. Lesson plans are very important because they inform the curriculum delivery in class. If a lesson is well prepared, it is believed that even the delivery will be of high quality in class. But if lesson preparations are not properly done, there is a doubt about the delivery of the content in class. Therefore, if teachers are overloaded and have stress due to the many demands of their daily work, and the quality delivery of curriculum is hampered. To have quality curriculum delivery in schools takes more than just teaching but the question of how teaching takes place in classrooms comes into play. Overloaded teachers sometimes plan poorly which can interfere with the delivery of the content in class since teachers must consult different sources of information in order to make their lessons worthwhile.

QCDM is not only about the classroom situation, but the processes by which the school is run also play a crucial role in determining if QA exists and, therefore, there must be correlation between teaching and the processes of curriculum delivery. The groundwork must be laid before going to class and it is important for teachers to plan according to the annual teaching plan because, if they do not plan, they can find themselves teaching content that is not prescribed for a particular term, week, month or year. The DBE expects teachers and learners to keep their files of their work at all times. In the teachers' files, all tasks given to learners must be well organised for external and internal moderation of work and learners' files must have all work written by the learners. Departmental policies, subject policies, academic

improvement plans, mark lists, examination guidelines and many communication documents from the KwaZulu-Natal Department of Education through the district office must be kept in teachers' files. A heavy workload creates disorder and disturbs curriculum delivery and management. Teacher C in her own words explained her frustrations over the consequences of having a lower learner enrolment:

> *Lesson preparations are difficult to be in order in my school because I do not get time. It takes time for me to update lesson plans. I am teaching four different subjects. Each subject has its own needs. Let alone teaching more than one subject in grade 12 which is problematic for me. I sometimes take three weeks to make my work for previous weeks or month in order. It is very difficult to be an organised teacher in such schools. Officials from District come to school to monitor curriculum and find you not in order. It creates a bad name.*

The Chief Education Specialist of Maphumulo circuit management centre had this to say to concur with the above assertions:

> *The current PPN implementation compromises the assessment programme. Some schools do not have DHs due to redeployment of teachers. This leads to assessment tasks not being checked or moderated at school level. In order for us to maintain quality curriculum delivery and management, all schools must have DHs or senior teachers who are not overloaded. If there is no DH at school, there is greater chance of curriculum not being managed. At the same time if senior teachers are overloaded, the curriculum management is bound to be compromised. Whatever teachers do in a stressful situation of overload is just to comply forgetting about quality.*

5.5.5 Teachers as class teachers

In schools, it is important for every class to have class teacher (manager) so that should they have questions to ask or problems they know who to talk to. All classes should have class registers, duty roasters, list of learners and all other information about learners as required by the KwaZulu-Natal Department of Education. If a class is without a class teacher, it can be very difficult for a school to function because every morning class registers need to be marked by class teachers in order to

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control late arrival and absenteeism. The class registers must be marked in the morning and afternoon to curb unlawful departure of learners. Teachers must also control cleaning in class and create a sense of orderliness. Sometimes learners have their own personal problems which need to be addressed by the class teacher. Class teachers even have to counsel learners. However, according to teachers in semi-structured FGI, in a school where there is no order due to teachers being overwhelmed by their duties, quality in delivery of curriculum can suffer.

Class teachers are required to compile a mark schedule for each term. A progress report for learners must be completed and submitted to the SMT and the SMT must sign report cards for learners before issuing them to parents. At the end of the year, mark schedules for learners must be compiled and sent to the PED. This is also a stressful process towards the end of the year. In a school where there are no computers, teachers have to write names of learners manually from learner one until the last one. According to teacher B in the semi-structured FGI in her own words:

> *For quality curriculum delivery we must use the variety of methods and techniques when teaching. But PPN limits us to do thorough job. We do not have time for many methods, we get into class, teach and go without checking who is following and who has a problem, it is a difficult situation. If you use all methods, you won't finish your work for a term because you have many things to do.*

Class teachers are expected to record and report on the performance of learners in their classes. Before the report cards are issued to parents, they must be checked and signed by principal to verify if they are properly done. Without verification, the learners' progress cannot be assured. The Life Orientation policy document (Grades 10-12), states that teachers must report on learners' progress and use codes which need more time and work. It is possible that teachers can fail to report on time to parents and other stakeholders due to time-consuming processes for these codes.

The category of percentage 0-29 means the learner has not achieved and for the learner to pass the task or the subject he/she needs 30% as elementary achievement. However, during the old dispensation, the period before 1994, 50% was required to indicate an achievement in a subject or task which I believe was reasonable because 30% is too low to indicate an achievement in performance. If

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learners obtain 30% in most of the subjects, the chance of obtaining a Bachelor pass which allows them to be admitted to university is impossible. In order to study at university, learners need to earn 50% to 60% in all subjects. Once the learner obtains 80% and above this means that the learner has performed outstandingly. With all this in mind, in a school where there is an insufficient number of teachers it is very difficult to produce Bachelor passes because there is not enough time to devote to all learners. Teachers are few but there are many classes and subjects. This means that the learners who are produced by the school have no chance of going to a university.

5.5.6 Teaching methods and techniques

There are three types of learners in terms of intellectual abilities, namely, lower, middle and top learners. The participants in semi-structured FGI agreed that using different teaching methods is a good strategy to improve learner achievement and quality of teaching and learning. Varying teaching methods and techniques promote quality curriculum delivery and quality education (see section 2.4). It is good to use narrative methods when situations like new terms and concepts are taught. However, other situations require a question-and-answer method to engage learners in the lesson.

Additionally, techniques like small groups can be used to teach learners to socialise with other learners and sometimes individual teaching is applied when time is available and independence is assessed. All these methods and techniques need sufficient time to implement. Without sufficient time, there will be no proper implementation and that is the reason schools must have enough teachers to promote QCDM because if there are insufficient teachers it is difficult to use all suitable methods due to lack of human resources.

To concur with the above claims, the Chief Education Specialist of Maphumulo circuit management centre had this to say:

> *The current PPN implementation looks at the size of the enrolment not at the subjects offered at school in different grades and phases. Educators end up teaching subjects which are outside their specialisation. PPN disregards the number of periods each teacher is supposed to have as per CAPS document.*

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Learners are deprived what they actually want in terms of subjects because PPN comes with many changes in the subject packages. The main challenge is a situation whereby the school is unable to compile an effective school timetable due to the lesser number of available teachers at school with more grades and subjects to teach.

5.6 THEME 2: THE INFLUENCE OF PPN ON QUALITY IMPLEMENTATION OF ASSESSMENT

5.6.1 Formal assessment tasks

This section deals with the administration and execution of quality assessment programmes in secondary schools as prescribed in the programme of assessment. In schools, quality formal assessment must be done every term according to the directives of the DBE and KwaZulu-Natal Department of Education. In March every year, there must be examinations conducted by schools. In Grade 12 all subjects are externally set examination papers for all terms except Life Orientation which is externally set for only the final examination in September. The question papers must be kept in schools until teachers attend memorandum discussions in the circuit in order to standardise marking. After memorandum discussion, teachers in all schools can begin marking the scripts for learners and record marks on appropriate marking sheets. The subject advisors invite subject teachers to moderation meetings in different venues. In those moderation venues, teachers check and monitor each other's work. The subject advisors have to moderate teachers' work for the term. The relevant assessment forms are filled in and kept in teachers' files until the final moderation when all marks for the year are submitted and accounted for to subject advisors for final reporting purposes (see section 3.4).

Formal assessments include assignments, projects and presentations and examination question papers. These tasks are recorded on mark sheets for moderation purposes. These question papers and tasks conducted in schools for the submission to the DBE officials are known as school-based assessment. School-based assessment is used to compile the final mark for the year for all learners. The DHs must monitor and check all these tasks for each teacher in all subjects. To ensure quality, DHs must ensure that formal tasks set by teachers are of high quality

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in order to produce quality education (see section 2.7.1.1**)**. Schools lose the posts of DHs which means nobody monitors teachers' work. This makes it difficult to uphold QA in secondary schools.

5.6.2 Informal assessment tasks

On a daily basis, teachers must implement informal assessment in classes which is known as daily assessment. These assessments may be written or sometimes done orally. It is imperative for teachers to assess learners daily to check if they are coping with curriculum delivery (see section 2.7.1.1). The exercise books for learners must be marked by teachers and submitted to DHs for monitoring and moderation purposes.

Informal assessment tasks are executed on a daily basis and it can include class work, homework and class tests. The annual teaching plan for each subject states how many tasks must be completed weekly or monthly. These tasks do not form part of the school-based assessment but prepare learners for school-based assessment and examinations. It is important for all schools to do as much informal or daily assessment as possible to prepare learners for final examinations; daily assessment is regarded as the foundation for formal assessment. The principal in semi-structured individual interview stated that without proper implementation of informal assessment, there may be no quality formal assessment results in terms of promotion; consequently, learner achievement may be of poor quality.

5.6.3 Marking of learners' work

For quality assurance in curriculum delivery and management in schools, teachers have to conduct standardised marking in the scripts of learners. It is for these reason teachers attend memorandum discussion so that the marking is standardised. If marking is not standardised some learners can suffer in terms of results. Some teachers may be very strict in their marking while others are lenient in the marking of scripts.

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5.6.4 Corrections and remedial work

Learners must get feedback from their teachers after marking has finished. It is fundamental for quality teaching and learning to promote the writing of corrections so that learners can see where they went wrong and it will assist learners when preparing for examinations and tests (see section 1.6.3-1.6.4 in monitoring tool for QA).

5.7 THEME 3: THE INFLUENCE OF PPN ON QUALITY CURRICULUM MANAGEMENT

This theme discusses the influence PPN has on quality assurance in the management aspect of the curriculum. Management has four basic functions, namely planning, organising, leading and controlling. Curriculum delivery needs to be managed carefully in order to promote quality curriculum delivery. The SMT must therefore provide leadership and management in curriculum delivery (see sections 2.7.1.1-2.7.1.2). Teachers in semi-structured FGI maintained that with insufficient teachers in schools, many challenges arise because curriculum cannot be managed effectively and efficiently. The challenges are poor planning by the SMT and teachers due to insufficient time for planning since they engage in many activities, poor teaching methods because teachers look for easy methods to implement; and poor lesson preparation and recording.

Other factors are poor setting of assignments and class tests because teachers set papers for the sake of submission; and teachers and the SMT are overloaded in such a way that they cannot spend more time on the curriculum delivery and management of the curriculum. Teachers set fewer informal tasks which are supposed to inform the formal tasks and learner attainment; and poor marking of tasks or even no marking because the DH and the principal cannot oversee this because they do not check all the work due to time constraints. Teachers mark the scripts hurriedly because they have to meet deadlines which do not promote quality in the results of learners in terms of performance.

5.7.1 Moderation of assessment

Moderation refers to the process that ensures that assessment tasks are fair, valid and reliable. This section deals with the task of the DHs to manage curriculum delivery.

5.7.1.1 Monitoring of teachers' work

It is the duty of DHs to monitor teachers' work at the school level but the principal is responsible for the curriculum of the whole school. DHs control the work of teachers in their departments. Therefore, the SMT is responsible for monitoring of teachers' work in schools (see section 2.13). External moderation takes place at the district level by the subject advisors.

5.7.1.2 Moderation of learners' work

It is the duty of teachers to monitor and control learners' work but the DH must monitor how a teacher monitors learners' work. Teachers must check if learners are doing their class work and homework, write class and monthly tests, and do assignments and projects. Teachers must mark exercises books of learners, tests, assignments and examination question papers appropriately. This process of monitoring of learners' work informs the measures to be taken in cases where there are learners with learning barriers. The DH must sign the learners' work to indicate that work is monitored by the SMT (see section 2.13). In the internal moderation pre-moderation and post-moderations are conducted and moderation tools are used.

5.7.1.3 Moderation of marking

Marking is very important after any assessment tasks have been written. The memorandum must be followed strictly when marking is conducted. For informal tasks, marking is conducted internally but formal assessment marking at the end of

the year is conducted externally for Grade 12 by trained markers to standardise their marking. Formal assessment task marking takes place internally during the course of the year. Moderation of work marked by teachers is imperative if quality marking is to be ensured. Teacher D in the semi-structured FGI stated the following:

> *Standardised marking is important but in cases where there are no[t] enough teachers at school, it is difficult to mark slowly and properly. If you take too long marking a script, you are not going to finish. You need to be quick which is not good for quality marking.*

5.7.1.4 Moderation of examination question papers' standards

The moderation of question papers is essential at a school level. It helps to identify the gaps in the content assessed, and it helps in checking the coverage of all levels of intelligence in the question paper and technical aspects of the question paper (see section 2.12.7.1). It is used to eliminate mistakes in the question paper. Without moderation of the question paper, it would be difficult for DHs to know if a question was of high quality. Moreover, assessment must cater for different cognitive levels and abilities of learners. Proper planning is required when examination papers are set because all these cognitive levels mentioned below must be catered for.

5.8 PROGRAMME OF ASSESSMENT

This is the programme with assessment tasks for the year. The General Education and Training and Further Education and Training phases have different numbers of subjects. The General Education and Training phase has nine and the Further Education and Training phase has seven subjects. Each subject from the phase has its own programme of assessment. This programme of assessment states all types and number of tasks to be written by learners for school-based assessment for the year. Therefore, teachers must adhere to the directives of programme of assessment in order to produce high quality education and implement the curriculum correctly.

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It is therefore important for DHs to check if the Grade 12 subject teachers implement the programme of assessment correctly. If this programme of assessment is not followed, it which means there is no QA**.**

5.9 ANNUAL TEACHING PLAN

This is the key document when it comes to what must be taught in the class. The annual teaching plan is informed by the CAPS document. Teachers must follow annual teaching plans when planning their daily lessons. All subjects in the General Education and Training and Further Education and Training phase have an annual teaching plan. It is unlawful for a teacher to teach without having consulted the annual teaching plan. The annual teaching plan tells a teacher what to teach, when to teach and how to teach a particular content. The annual teaching plan also outlines the different tasks to be done during different quarters of the year**.**

In each subject there are many topics to be taught. These topics need to be covered on specified dates and teachers have to keep to these dates. This annual teaching plan must be signed by the DHs to track the progress of teachers in teaching the topics mentioned in the annual teaching plan. This annual teaching plan will inform the departmental officials if the teacher has covered the topics in the specified period of time.

5.10 CURRICULUM AND ASSESSMENT POLICY STATEMENT DOCUMENT

In South Africa, the CAPS document is the primary policy document for curriculum delivery and management at school level. It specifies all matters which are related to the implementation of curriculum policy for different school subjects. All teachers must follow the CAPS policy document specifics for their individual subjects. The CAPS documents supersede all documents relating to curriculum delivery and management at a school level. For curriculum delivery and management, the Annual Teaching Plan and Programme of Assessment must follow what is prescribed in the CAPS document. No teacher in South Africa may deviate from the CAPS document because that will mean misconduct. Following this departmental policy is not easy

because it includes many aspects of teaching and learning. If teachers at school are not enough, teaching and learning is not good enough to produce high quality teaching and learning.

5.11 EXAMINATION GUIDELINES

Examination guidelines are the guidelines which help teachers when setting examination papers. All subject teachers in different phases in schools are obligated to have subject examination guidelines for a current year. The guideline is very important for externally set examination papers so that teachers tell learners about the examination scope. If teachers use the subject guideline for a previous year, a learner may be disadvantaged in the examination because the content might not be exactly the same in terms of sequence for different quarters and years. If teachers do not follow examination guidelines due to overload, a learner can suffer in the examination. Therefore, this is the reason Subject Advisors send these examination guidelines to schools each year. Without examination guidelines, I believe there would be no quality assurance in curriculum delivery and management for a particular subject. The school is required to adhere to many policy documents about teaching and learning. If the school has overloaded teachers, curriculum delivery and management can be disrupted. All participants in semi-structured FGI agreed that once teachers are overloaded due to fewer teachers at school the quality of teaching is affected because teachers are always in a hurry to finish tasks. It is difficult for teachers to produce high quality work if they always do work speedily.

5.12 MODERATION TOOLS

All schools must have internal moderation tools for moderating assessment tasks which help the SMT to moderate a particular task. Without an internal moderation tool, school may not be able to gauge their teachers' and learners' performance in terms of quality work. This tool relates to learners' files and teachers' files. It checks if tasks are of high quality; if not, remarks and recommendations are stated. The aim of this tool is to promote high quality tasks set by teachers and to check how teachers organise their work in the files. The DHs use this tool when moderating

teachers' work on a daily basis and principals have their own tools to check a DHs' work. Without internal moderation, external moderation cannot be effective in secondary schools.

5.13 EXTERNAL MODERATION TOOLS

Subject advisors must collect assessment information per subject from schools through moderation tools. It must be completed and signed by the DHs and principals before teachers attend moderation sessions. It is through this tool that the subject advisors know about the state of assessment and learner achievement in schools. The external moderation tool must be completed at school level before a teacher goes to district moderation (see section 2.5.2.3). The DHs must check the work of the teacher and sign in an appropriate space. This tool is for promoting quality teaching and learning. If the DH is overloaded, he or she may just sign and fill in the form without properly moderating the work of the teacher. It is time-consuming to go through this tool; therefore, it is imperative to have enough teachers in secondary schools because, without that, DHs and teachers can cheat when doing their work which is bad for QA. If the DH teaches from grade 8 to 12, it is difficult to ensure quality of work.

5.14 THEME 4: THE INFLUENCE OF PPN ON BASIC FUNCTIONALITY

This section discusses the influence of PPN on basic functionality of the school. It addresses the question of the school as an environment where it is possible or not to deliver curriculum. In a place where there is no order it may not be easy to implement curriculum.

5.14.1 Orderliness/Classroom management

It is one of the important activities of the principal and SMT to control and monitor all the activities of the school. The SMT maintains order. However, in schools where there are not sufficient teachers, it tends to be difficult to maintain order and manage

classes. During the semi-structured FGI teachers indicated that sometimes learners get noisy and unruly because there is no specific teacher who is dealing with the class since there is no class teacher. In cases where there is sufficient number of teachers, QCDM is easily promoted.

5.14.2 Discipline

The staff and learners must maintain discipline at all times. If learners and staff are not maintaining discipline the SMT cannot manage curriculum. To implement curriculum, the school needs teachers who are ready to deliver curriculum and an SMT which is ready to monitor and manage teachers' and learners' work. Without discipline and orderliness, quality education is not easily realised because learners need teachers who can implement rules and regulations in class and school. If the environment is full of disorder and ill-discipline, the environment is not conducive to teaching and learning.

5.14.3 Basic functionality

The primary task of the school is teaching and learning. When teachers go to class and teach and learners learn, the school is functional. When DHs manage teachers' tasks and monitor curriculum properly, the school operates well. The school must have teachers teaching and making the school function in order for it to be in a position to produce quality education. All periods must be used to teach learners but if learners are without teachers for some periods, learners can misbehave. There is danger that learners can fight or do something which is not allowed at school. Then, the school can be dysfunctional. The Chief Education Specialist had this to say on basic functionality:

> *Most schools comply with basic functionality during the few days of reopening of schools. The DBE officials usually find all documents in order during these early days of the reopening but as the year progresses schools do not get time to implement policies due to lesser number of teachers at school. Most of the programmes for the school are not implemented. Sometimes schools are not able to hold SMT meetings due to heavy duty load.*

5.14.4 Availability of resources and facilities

All schools must ensure that there are sufficient resources and facilities for curriculum delivery and management (see section 2.4.1). Schools must have the required equipment in order to implement curriculum efficiently and effectively. Equipment such as computers, printers, photocopying machines, overhead projectors, chalkboard and other required subject-specific equipment and resources must be available in schools to promote QA in education (see section 2.8.3). The DBE provides schools with funds from Norms and Standards for financing of the schools.

Schools cannot perform properly if there are no resources and facilities (see sections 2.7.1 and 3.1.5). Reduced learner enrolment means fewer resources for the schools. A reduced number of teachers interfere with quality learning because basic functionality, discipline and orderliness in secondary schools will be lacking. Some classes will be without teachers due to the fact that all teachers have occupied their classes but other classes are without teachers. In a school where there is no discipline, there is no chance of producing high quality results in terms of academic performance. The available financial resources must be used sparingly.

5.15 THEME 5: THE RECOMMENDATIONS ON QUALITY ASSESSMENT, CURRICULUM DELIVERY AND MANAGEMENT

5.15.1 Class visits

Class visits are very important in promoting quality teaching. Teachers' lack of skills is identified through class visits. Appropriate strategies and methods of teaching and learning are improved through this exercise of class visits. Class visits can ensure that annual teaching plans are completed on time and monitor discrepancies in teaching. Teachers can be monitored if they teach the correct content for the correct term. Class visits are conducted by the SMT; they will ensure that the subject teachers follow correct procedures. This is key for the development of newly employed teachers.

5.15.2 Modern teaching methods

Traditional methods of teaching are not effective. These methods were teacher-centred which is not good for 21st century learners. CAPS encourages learner-centred approaches to teaching so that learners can be encouraged to be lifelong learners. Modern teaching methods can be good, but if teachers are mentally and physically fatigued it is bad for teaching and learning.

5.15.3 Learner–Teacher-Support Material (LTSM)

The LTSM is one of the factors which can promote quality education in schools. Textbooks, chalk, pencils, workbooks and other teaching aids positively contribute to quality teaching and learning in schools (see section 2.8.3). Therefore, schools and the DBE must provide sufficient finance to cater for LTSM. The LTSM is provided according to learner enrolment which means decreasing learners cause a problem in the financing of schools which includes teachers for that particular school. For teachers to implement quality curriculum, textbooks and other resources are needed. With lower learner enrolment, the financial allocation for such schools is not favourable for teaching and learning.

5.15.4 Proper lesson plans and preparations

According to CAPS, teachers must prepare their lessons before teaching and learning takes place. In lesson plans teachers state what they will do in class such as leading class activities, overseeing learners writing a test or giving homework to learners and the duration of the lesson. Lesson plans are informed by the annual teaching plan since they state weeks and dates for different content to be taught and covered (see section 2.5.2.3). If a teacher teaches without lesson plans, it is difficult to ensure quality teaching because some content may be left out unintentionally, but lesson plans can even remind a teacher in class while teaching. Most importantly, it promotes order and sequence in terms of content delivered to learners.

5.15.5 Quality assessment

It is the duty of all teachers to apply quality assessment at all times in order to provide QE to learners (see section 2.10). If the assessment task is questionable in terms of quality, it may not achieve the objectives set before it is administered. It is for these reasons that moderation at school level is important to monitor quality assurance in assessment tasks to be administered.

5.15.5.1 Class tests and monthly tests

In some schools, class tests are part of the informal assessment. Teachers must set quality class tests and submit them to the DH so that internal moderation takes place to ensure quality (see section 2.8.1). There must be a moderation tool or instrument for class tests in schools for different subjects. These moderations take time and they need to be done thoroughly in order to promote quality.

5.15.5.2 Daily assessment

CAPS states that every teacher must do daily assessment in his/her subject. The requirement of daily assessment is stated in the annual teaching plan of every subject. Class work, oral questions and homework are part of the daily assessments. Once the teacher omits daily assessments in his/her teaching, CAPS is not properly implemented which can have a negative effect on the QA in secondary schools.

5.15.5.3 Workshops/training attendance for teachers

Workshops and training are part of teacher development sessions. In workshops, teachers deal with matters specific to their subjects in terms of implementing CAPS. Therefore, there is a difference between a teacher who does not attend workshops and one who attends workshop. Teachers get information on how they should conduct themselves when it comes to doing their work. Attending workshops can

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make a teacher implement CAPS in a way that promotes quality assurance. In the light of these, all teachers must attend workshops when they are asked to do so because it is for the benefit of the school and the learner in terms of quality teaching.

For a school to fulfil all the above requirements, it requires enough teachers to teach properly, give tests and mark learners' work timeously and accurately. Daily assessment is crucial in promoting quality in the learning of learners, but it is time consuming. With a reduced number of teachers in secondary schools, this important task may be compromised.

5.16 THEME 6: THE RECOMMENDATIONS ON PPN DESIGN AND IMPLEMENTATION

5.16.1 Sufficient number of teachers

Teachers, the principal and the Chief Education Specialist are in agreement in terms of provision of sufficient numbers of teachers in schools and they maintain that the current PPN formula is not correct. When redundant teachers have been deployed, they do not arrive on time which makes schools function without a sufficient number of teachers for a certain period of time (see sections 2.7.1 and 3.1.2). The speed at which the DBE implements the current staff establishment is disrupting the schools. The participants stated that the current PPN determination must be reviewed because it does not help the schools; instead, it discourages the processes in schools. They then felt that if these shortcomings persisted, the quality of curriculum delivery could not be improved.

5.16.2 The minimum number of teachers

The PPN must be amended so that all grades have a sufficient number of teachers because in Grades 8 and 9 fairness is not served (see section 2.8.3). Normally, teachers concentrate on Further Education and Training but leave out the General Education and Training strand. By so doing, the learner achievement in Grade 12 is already negatively affected. Teachers suggested that there had to be a minimum of seven subject teachers at every secondary school so that all subjects have teachers because there is a minimum of seven subjects in Further Education and Training no

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matter what the PPN says. In the General Education and Training bend there are nine subjects which need the same number of subject teachers. Teacher D in a semi-structured FGI suggested the following in his own words:

> *We are not doing justice in General Education and Training. We do not teach them because we are busy with Further Education and Training for moderations. Officials are coming to monitor the work. Grade 12 is writing external examinations which have a bearing in the number of teachers at school when learners leave the school due to failure rate.*

Teachers in the semi-structured FGI are against the idea of schools declaring teachers additional of post establishment. They suggested that the district office must conduct this exercise and further maintain that in schools this exercise promotes hatred among the staff members if someone is declared redundant in a wrong way or just does not believe he/she is supposed to be redundant. In some schools it is said that teachers do not talk to each other because there is a quarrel due to PPN implementation where one feels PPN is not properly executed.

5.16.3 Teachers' specialisation

The teachers in the semi-structured FGI felt that all subjects must be taught by specialists if the DBE wants to promote quality teaching and learning. Without teachers who are specialists in their subjects, schools cannot say they promote quality teaching because it takes time for a teacher who is not a specialist to understand the content of anew subject. In addition, teachers during the semi-structured FGI further maintained that DBE must train all teachers who teach subjects which are not their specialisation because if there is no training for these teachers it is very difficult to realise quality in curriculum delivery.

5.16.4 Teacher assistants' programme

The participants argued that in order to produce quality in curriculum delivery, the stakeholders in the education sector must do things differently. The DBE must maintain and improve the programme of teacher assistants. This programme must be implemented in secondary schools. This programme can help to reduce the

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heavy load on teachers. Teacher assistants can embark on the administration part of teachers' work while teachers deal with the delivery of curriculum in class. The administration of teachers' work is time-consuming which sometimes deters teachers from quality delivery of curriculum. These assistants must also help the DHs to capture information correctly in schools' data capturing systems. Ina semi-structured individual interview, a teacher suggested that teachers must primarily deal with teaching, attending training, writing lesson preparations, organising their files, organising learners' files, managing the classroom and marking learners' work.

5.16.5 Rural areas and learner enrolment

A teacher in the semi-structured individual interview stated that rural areas are the disadvantaged areas; therefore, PPN in these areas must differ from those in urban and semi-urban areas. The teacher spoke about the issue of quintiles and said quintiles must be used radically in new PPN formation. Quintile one schools must be excluded in some provisions of PPN. The learner-teacher ratio in rural areas must be favourable for curriculum delivery to match the level of urban and semi-urban areas due to the scattered nature of households unlike in townships and cities. Households are moving away from rural areas to get closer to towns and cities; this makes it difficult in other areas to have sufficient learner enrolment.

The demarcations in rural areas are different from those of urban or semi-urban areas. The schools are far from one another and the households are scattered. This calls for a different view in terms of resourcing the schools. Therefore, quintile one schools must be positively considered for resourcing of schools and a minimum of seven teachers in secondary schools may contribute immensely in QA. Teachers must be distributed to schools according to their specialisation. It is imperative that teachers who teach in rural areas receive incentives so that they are encouraged to go to rural areas. It must be guaranteed that these incentives are available in the DBE. This idea of incentives was supported by the principal in his own words:

> *At some stage we were expecting new teacher. The teacher phoned me that*
> *he will come to my school the following day. As a school we filled in all forms*

for employment. The following day he never came and when I phoned him, he did not pick up the phone.

With the above incident in mind, I argue that it is the duty of DBE to keep schools running smoothly. I therefore uphold the idea of implementing rural incentives without any conditions in deep rural areas. This can ensure that all areas, regardless of their geographic nature, have the required number of teachers. This may in turn assist to a certain degree in promoting QCDM.

5.17 SUMMARY

This chapter has endeavoured to point out the fundamental findings in the research, whereby the semi-structured FGI and semi-structured individual interview data were comprehensively reviewed, analysed and interpreted. This chapter has also proven, as has been alluded to in the literature study (see section 1.4), that PPN can have a negative impact on QCDM in secondary schools when they are applied incorrectly.

Moreover, the analysis indicated that the participants' responses could be categorised within specific themes, namely the influence of PPN on quality curriculum delivery in secondary schools, the influence of PPN on implementation of assessment tasks, the influence of PPN on quality curriculum management in secondary schools, the influence of PPN on basic functionality of secondary schools, the recommendations on quality assessment, curriculum delivery and management in secondary schools and the recommendations on PPN design and implementation in secondary schools. These themes assisted me as a researcher to reveal and capture the perceptions of teachers, a principal and a Chief Education Specialist at Maphumulo circuit management centre about the influence of PPN on QCDM.

The findings in this chapter depicted that the teacher factor is one of the most important factors in promoting QCDM. When PPN decreases the number of teachers, QCDM suffers extensive damage. Furthermore, the study showed that, without enough teachers, quality assessment is discouraged and PPN weakens the basic functionality of the school.

CHAPTER 6: OVERVIEW, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents an overview of the study conducted. This overview firstly provides a summary of each chapter of the thesis with an aim to give an overall sense of the implementation of PPN and their influence on QCDM in secondary schools. Secondly, this chapter draws conclusions which are based on the literature review in chapters 2 and 3, and on research questions as stated in section 1.3.1.2. Thereafter, the recommendations on the influence of PPN on QCDM follow. In the end, I will suggest some areas for further study and provide concluding remarks.

Qualitative research was conducted to highlight the influence of PPN on QCDM in secondary schools, to find out how teaching and learning are affected by PPN, and to capture the views of teachers, a principal and a Chief Education Specialist about the effects of PPN on curriculum delivery and management.

In answering the research questions, semi-structured individual interviews and semi-structured FGIs were used. The questions for both instruments were open-ended (see section 5.3.1-5.3.2). During the semi-structured FGI phase the teachers were asked questions from the focus group schedule (see section 4.4.3) and during the second phase, which was the semi-structured individual interviews, participants were subjected to questions from the interview schedule in order to support or negate the findings (see section 4.4.4). The research facilitated the teachers, principal and Chief Education Specialist to relate their experiences regarding the influence of PPN on QCDM in secondary schools.

6.2 SUMMARY OF THE STUDY

The secondary schools in Maphumulo circuit management centre are faced with difficult situations in terms of PPN implementation. These situations are not good for QCDM. Some situations can be addressed through the interventions of the DBE in its various levels of government such as PEDs, district and circuit offices. This study argues that PPN must be implemented and designed in such a way that it does not

adversely affect QCDM in secondary schools in Maphumulo circuit management centre. If this challenge of PPN is not addressed properly, the quality of teaching and learning in secondary schools will be in jeopardy. However, if the PPN prescript is properly addressed, secondary schools can benefit to a great extent. There will be sufficient teachers in all schools and no school will be subjected to closure due to the severe decrease in the learner enrolment.

Chapter 1 provides the outline and brief literature review of PPN and their influence on QCDM. Moreover, this chapter explains the importance of QA in order to provide QCDM in secondary schools.

In the rationale of this study, attention is precisely paid to the influence exerted by PPN on QA in secondary schools with regard to QCDM (see section 1.2). The review of PPN is considered to be of assistance to the functioning of secondary schools in terms of promoting quality in teaching and learning. A short explanation of PPN and QA is presented.

The driving force of the study is based on the fact that I, as a researcher, am involved in PPN activities as teachers are declared redundant in formal meetings at schools and in the implementation of curriculum and its management. As a teacher and DH, quality in curriculum delivery and management is vital to me. I realised that there are many challenges facing the secondary schools in terms of teacher distribution and the influence of PPN on the quality of teaching and learning (see section 1.3). The relevance of this study lies in the emphasis I placed on the provision of sufficient teachers by the DBE in secondary schools which may help to promote the QA, QCDM and QE (see section 1.4). With an insufficient number of teachers in secondary schools, it is difficult to achieve QA properly.

The information revealed in the brief literature overview, using primary and secondary sources, depicted how poorly designed PPN can adversely influence QA in secondary schools. The problem statement followed on the literature overview. Purposeful research questions (see section 1.3.1) I endeavoured to reach specific research aims and objectives (see section 1.3.3) to create an understanding of the role played by well-designed PPN in the delivery and management of curriculum in secondary schools to promote QA in teaching and learning.

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An outline of the qualitative methodology (see section 1.5) illustrated the research design and methods used in this study. In doing qualitative research, I was required to understand the phenomenon in question by focusing on its complete scope and by concentrating on an in-depth understanding of PPN influence on QA. The scope of the study was outlined in section 1.8 and subsequently the definition of key terms provided (see section 1.9). To conclude the programme of the study (see section 1.11), I overviewed and highlighted the contents captured in different chapters.

In chapter 2 a literature review of QA in secondary schools as a conceptual framework of this study was explored. At the onset, the origin and nature of QA (see section 2.2) was fully discussed. The aim of this was to build a foundation, thereby preparing for the discussion in the context of the delivery and management of curriculum in secondary schools. Chapter 2 also argued that teachers were fundamental resources in the delivery of quality curriculum and management in schools. In addition, the Integrated Quality Management System is regarded as one of the very important instruments in promoting QA in schools and it must be thoroughly executed by schools (see section 2.3) and it is known that QA is faced with various challenges to implement in schools (see section 2.3.2). Furthermore, chapter 2 acknowledged the great transformation in the education sector from 1994 and the developments include Curriculum 2005, RNCS, NCS and CAPS (see section 2.5). Therefore, chapter two suggested that there cannot be QE without QA and QCDM in schools and without monitoring of curriculum it is highly impossible to have QE.

Chapter 3 stated that after 1994 there was a great deal of education policy transformation in South Africa (see section 3.1). It explained and discussed policy since PPN is a policy on teacher distribution to schools. Section 3.3 in chapter 3 was concluded with the argument that the DBE must formulate PPN that is compatible with the development in the country and promote QA. Section 3.23 stated that in the year 2018 there would not be changes in PPN unless there was a change in the ten-day statistics for schools. In concluding, this section stated that if schools were not provided with a sufficient number of teachers it would not be easy for them to sufficiently provide QCDM.

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In chapter 4, the empirical research for this study was presented in section 4.2 and this presentation was followed by the research design in section 4.3 which was supported by a phenomenological approach.

Moreover, this chapter presented the differences between qualitative and quantitative approaches as well as the characteristics of research (see section 4.3). I chose qualitative research because I wanted to explore the phenomenon in question. I was able to understand the phenomenon from the participants' perspectives because they are the ones who have experienced the phenomenon and they work in the schools and DBE environment where PPN and QA apply. As this study was qualitative, the data analysis was in the form of words not numbers as with a quantitative approach.

In this study a purposeful sampling process was followed. The research paradigm and research strategy which was phenomenology were discussed in this chapter (see section 4.3.3). Participants were purposefully selected (see section 4.4.1) and data generation was discussed in section 4.4.2. In addition, the data generation methods were a semi-structured FGI and semi-structured individual interviews as discussed in sections 4.4.3 and 4.4.4 respectively. In concluding this chapter, the summary followed in section 4.7.

Chapter 5 discussed and explained the themes, categories and sub-categories which emerged from the data collection process. There was a correlation between these themes and the literature reviewed in chapters 2 and 3. The construction was done around the PPN prescripts by the DBE and QA in the curriculum delivery and management. After having read and re-read data from the semi-structured FGI (see section 5.3.1) and semi-structured individual interviews (see section 5.3.2), I arrived at the significant findings as displayed in tables 5.1, 5.2 and 5.3.

6.2.1 The influence of PPN on quality curriculum delivery

The findings for this theme indicated that the redeployment of teachers after having been declared superfluous is stressful and devastating which is not good for teachers who are the curriculum implementers. In the end it frustrates the delivery

and management of curriculum in secondary schools (see section 5.5.1). It takes time for the circuit management task team to place teachers in matching schools; therefore, the availability of teachers on time in secondary schools is not guaranteed which makes it clear that QA is hampered at school level. In order to promote QA, schools need sufficient teachers. Due to the many subjects they have to teach, teachers are overloaded (see section 5.5.3) which makes it increasingly difficult for a secondary school to produce quality teaching and learning and this translates to poor delivery of curriculum (see section 5.2.2). Teachers have to prepare lesson plans (see section 5.5.4) and become class teachers (see section 5.5.5) for their grade which occupies time and adds to their tasks. Class registers and period registers must be monitored and it is difficult to perform all tasks effectively and sufficiently if teachers have many tasks to do. Teachers who are overloaded cannot use teaching methods and techniques which are suitable for each lesson because they do not have enough time for that since there are many tasks to execute (see section 5.5.6).

6.2.2 The influence of PPN on implementation of assessment

Assessment tasks must be executed in schools on a quarterly basis (see section 5.6.1). DHs must monitor all the work of the teachers under their supervision and it is not easy for DHs because they are teaching like any other teacher at school despite their positions as supervisors of their teachers. Corrections and remedial work are the tasks of teachers as informal tasks (see section 5.6.4). With the overload they have and lack of time, they sometimes neglect corrections and remedial work which interferes with quality teaching and learning. Corrections must be done so that learners can learn from their mistakes after the assessment tasks have been conducted.

6.2.3 The influence of PPN on quality curriculum management

The work of DHs at a school level is to monitor the teachers' work as well as learners' work. The DHs must moderate (see section 5.7.1) teachers' work internally so that the teacher can go for external moderation which is conducted by subject advisors within the districts. This monitoring is very important because without it there could be no hope for QA in curriculum delivery.

6.2.4 The influence of PPN on basic functionality of the school

Curriculum delivery and management may not be possible in schools where there is no order, discipline and sufficient resources (see section 5.8). Therefore, a favourable environment must be created at school so that curriculum can be delivered and managed effectively and efficiently.

6.2.5 The recommendations on quality assessment, curriculum delivery and management

To deliver and manage quality curriculum DHs need to promote and maintain quality by doing class visits, using modern teaching methods, providing LTSM, monitoring teachers' lesson preparations, promoting quality assessment tasks, attending workshops and encouraging the administration of daily assessment and monthly assessment (see section 5.9).

6.2.6 The recommendations on PPN design and implementation

It is clear from the perspectives of participants that PPN must be reviewed and teachers recommend that all schools must have a minimum of seven teachers to begin with, no matter what the learner enrolment is. This number of seven teachers can prevent deteriorating schools from shutting down. Another factor that must be

addressed is the timely arrival of teachers at the schools to which they were allocated after being declared redundant according to post establishment in a previous school. If they come late, it interferes with QA and QE. Placement processes and paperwork must be completed (see section 5.10) quickly in order to facilitate teaching and learning in schools.

In the discussion in chapter 5 the fundamentals of empirical findings were pointed out through the analysis and interpretation of data obtained from semi-structured FGI and semi-structured individual interviews based on the themes and sub-themes that emerged. I identified themes to explore the influence of PPN on quality teaching and learning in secondary schools. I therefore maintain that the themes pertain to the research questions as they will be brought to light in the research conclusions in section 6.3.

This chapter, chapter 6, deals with the summary of the whole thesis by briefly discussing the essence of each chapter (see section 6.2). Significant findings are drawn from the literature review in chapters 2 and 3 and from the data obtained during the exploration as described in chapter 5 (see section 5.3). Ultimately, recommendations on how to improve PPN design and remedy the negative influence of PPN on QA are presented (see section 6.4).

6.3 CONCLUSIONS

In this section the research conclusions are presented as responses to the original research questions. These responses, which are in the form of conclusions, are based on the literature reviewed and supported by the empirical findings of the study. The original research questions for this study were as follows (see section 1.3.1):

The main research question:

What are the perceptions of secondary school teachers, a principal and a Chief Education Specialist of Maphumulo circuit management centre about PPN influence on quality curriculum delivery and management in secondary schools?

The sub questions were as follows:

1. How does PPN influence quality assurance in curriculum delivery in Maphumulo secondary schools?
2. What are the curriculum management challenges facing the school management team caused by PPN in Maphumulo secondary schools?
3. How does PPN influence assessment in Maphumulo secondary schools?
4. What are the solutions to PPN and QCDM challenges faced by Maphumulo secondary schools?

The first three sub-questions are the foundations of the main research question and therefore I will address them before the last one. Thereafter, I will present the conclusions (see sections 6.3.1- 6.3.4) relating to the main research question and the recommendations of the study are presented in section 6.4.

6.3.1 Conclusions relating to the research question 1

6.3.1.1 Research Question 1: *How does PPN influence quality assurance in curriculum delivery in Maphumulo secondary schools?*

PPN implementation in Maphumulo secondary schools jeopardises QA in curriculum delivery (see section 3.9). Therefore, PPN has a negative effect on QA in curriculum delivery because teachers and DHs cannot perform their tasks diligently, sufficiently and effectively if they are overloaded with work that is beyond their control due to PPN change in the number of teachers the school must have.

In deep rural areas, it is rare to have increased learner enrolment which leads to employment of more teachers. Often teachers must be transferred to a school where there is an insufficient number of teachers. This process is not fast and easy (see section 1.3). Many factors need to be considered before the next school gets teachers. The previous school is struggling because, though the teacher is regarded as superfluous according to PPN, the school subjects are seven or eight in number. This situation compels teachers to teach subjects they never trained for. Every teacher has the prescribed number of periods to present for every subject he or she

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teaches. Moreover, teachers must attend workshops, memorandum discussion sessions and moderation of formal tasks. It is also the function of teachers to mark all tasks written by learners such as informal or formal tasks. The situation is worse if a teacher is a DH because they teach and monitor other teachers' work. Section 3.4 states that all these contributing factors which are outside the classroom situation make it difficult to realise QA in secondary schools because without the sufficient manpower it is difficult to work as expected.

6.3.2 Conclusions relating to research question 2

6.3.2.1 Research question 2: *What are the curriculum management challenges faced by the school management team caused by PPN in Maphumulo secondary schools?*

According to CAPS, all schools are supposed to conduct formal examinations at the end of every quarter of the school calendar. In March, June, September and November formal examination are conducted in secondary schools. Teachers set question papers and memoranda to be submitted to DHs These tasks are forwarded to reach the principal for approval and monitoring purposes. It is important for DHs and the principal to check properly so that the paper is of an acceptable standard when it goes to learners. If DHs teach many subjects and have many periods to teach, monitoring might be difficult and end up being not properly executed. When DHs moderate question papers, they do calculations of marks, check the questioning style, and check the structure of a paper to see if it is compatible with CAPS as well as the content covered for a particular quarter of the year. When the paper is written, again the DHs must do post moderation to check marking and calculate marks again to check if there is proper recording. The principal must then monitor DHs' work and the DHs' work might not be properly organised due to overload which compromises QA.

DHs have many managerial tasks to perform. They must develop the year planner, organise sports with the sports committee, and design the programme of assessment for the school which is informed by individual teacher's Programme of Assessment. They must also attend to officials visiting the school on a daily basis should the principal be absent from school. With a lower learner enrolment in

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schools, DHs cannot perform their duties optimally. The principal must monitor the work of DHs to ensure that the school monitors the curriculum delivery, but if the principal is also actively involved in teaching of many classes and subjects, and if the teacher distribution to schools is unfavourable, it could be difficult to effectively monitor curriculum.

Curriculum management of the school is important. If the school is big enough, there will be a deputy principal and DHs. The principal, deputy principal and DHs are part of the SMT. If the school does not have a high learner enrolment, it cannot have DHs and deputy principals. In small schools, deputy principals are actively involved in teaching and learning situations which make it difficult for them to monitor curriculum delivery. The deputy principal is supposed to do the managerial tasks delegated by the principal. The deputy principal's life is difficult in a school where enrolment is not stable because he or she is the first one to leave should enrolment decrease. The DHs must monitor teachers' work as well as learners' work. Learners' workbooks must be checked if marking is done in a correct manner and the teachers' files with lesson plans must also be checked. The programme of assessment, examination guidelines, annual teaching plan, and personal timetable must be checked in teachers' files. DHs must also conduct class visits to check curriculum delivery in class.

In some schools which have a lower learner enrolment, it is common to see DHs actively involved in teaching without having sufficient time for managerial tasks. Once the DH is teaching like a post level teacher, managerial tasks will be compromised. The DH cannot do his or her tasks diligently when he or she is involved in teaching and learning situations. DHs are supposed to have few periods to teach in order to attend to their managerial tasks. The decrease in PPN poses challenges for DHs to perform their tasks optimally as managers of curriculum.

In some schools, principals teach like any teacher who is at an entry level of her or his career. There is no stipulation that the principal must have a few periods only because he or she has management duties. In a school where there are only four teachers, the principal is a principal in only title but teaches like any teacher at school. If this is the situation, QA is not guaranteed because there is no time for monitoring and management of curriculum. Therefore, PPN adversely affects curriculum management in secondary schools.

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6.3.3 Conclusions relating to research question 3

6.3.3.1 Research question 3: *How does PPN influence assessment in Maphumulo secondary schools?*

Assessment is the instrument that gives parents and learners a picture of the success of learners and the system in which teaching and learning take place. It is true that teachers must set quality assessment tasks for learners. Quality assessment may lead to QE which is very important in terms of judging if the education system of a country does justice to its population. If South Africa cannot produce creative and critical thinkers, people who can become engineers, people who can become scientists, and people who can run businesses efficiently and effectively, then the country has a poor education system.

Again, QE is the result of an efficient and effective education system in a country. The question would be "How can a much-overloaded DH and teacher promote efficiency and effectiveness when setting their assessment tasks?" The answer would be, "It is very difficult to do it." Therefore, the education system is failing the country and its citizens. In the country, there will be no QE, quality teaching and learning and therefore PPN influences QCDM in a negative manner when the quality of assessment is not maintained by teachers and not monitored by DHs. When a DH is overloaded, it means that whatever he or she does, he or she is doing it for compliance purposes and the poor management of assessment tasks have devastating results.

In light of the above, poor management of assessment tasks in schools negatively affect assessment processes and can lead to mistrust between the parents and the school, the school governing body and the school and between the education officials and SMT. These can therefore lead to enrolled learners leaving the school because parents will withdraw their children due to the poor quality of assessment tasks and the school can end up closing which has a negative impact on teachers and those parents who cannot afford to send their learners to schools which are too far from their households. Parents want to see how assessment of their learners goes and the progress of learners.

In a classroom situation where a teacher is much overloaded it is also not easy to assess properly. QA needs a teacher who has planned his or her lesson, sets high quality tests for learners and a teacher who is always ready when needed by learners. Again, it is not easy to be always ready for learners as a teacher when you need to go to all grades in the school to teach. The much-overloaded teacher cannot set quality question papers and memoranda, cannot mark the class register on time, cannot consult quality learning material on time, and cannot perform well in subjects which are not his or her area of specialisation. When teachers teach subjects they do not understand, it is clear that the QA and QCDM are out of the question.

6.3.4 Conclusions relating to research question 4

6.3.4.1 Research question 4: *What are the solutions to PPN and QCDM challenges faced by Maphumulo secondary schools?*

According to the findings of this study (see section 5.6.1 and section 5.6.2), it was evident that schools which are negatively affected by PPN cannot produce quality learning and it is difficult to manage QA in those schools. The day-to-day functioning of the school is compromised if there are not enough teachers. It is expected that every school must promote order when performing its duties.

The solutions to the PPN and QCDM may be the following:

PPN are revised and changed in areas where there are challenges. Schools must be excused from identifying superfluous teachers and it may be better if the districts or province do it. Deep rural areas must be taken care of by having more advantageous scores in the PPN formula. Classes must always have enough teachers. Teacher development must be provided to promote QA. Assessment of learners must not be compromised by them not completing all tasks according to the programme of assessment and annual teaching plan. Quality LTSM must be bought by schools in order to provide quality teaching and learning. No area in South Africa must be

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allowed to be without a secondary school because if this happens it means PPN must consider distant areas where people live when it is implemented and designed. DHs must maintain quality and standards of the curriculum of the country in schools.

6.4 RECOMMENDATIONS

The recommendations of this exploration have considerable implications for PPN and QA in secondary schools. The recommendations focus on the influence of PPN on QCDM in the Maphumulo circuit. In addition, these recommendations are based on the factors that weaken the implementation of PPN in such a way that QE in the delivery of curriculum is jeopardised. The recommendations are made on the influence of PPN on QA in curriculum delivery in the secondary schools and the implementation of assessment tasks, the influence of PPN on quality assurance in curriculum management in the secondary schools, and the influence of PPN on basic functionality of secondary schools. Recommendations are made on quality assurance in curriculum delivery and management in the secondary schools and the recommendations on PPN design and implementation in them. Due to the nature of the first three research questions which all allude to QA; I therefore saw it fit to make recommendations after having combined them. Thereafter, the recommendations on PPN matters will be made.

6.4.1 The recommendations on quality curriculum delivery, management and assessment.

This section deals with recommendations on quality curriculum delivery, management and assessment for teachers, DHs, principals and DBE.

6.4.1.1 Teachers' duties in curriculum delivery

It is the duty of every teacher in South Africa to implement the curriculum as per CAPS prescripts and this includes the duty load. As teachers implement curriculum

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in class, they are expected to use teaching methods and techniques which are relevant to the content to be taught. They must follow the prescribed programme of assessment when doing assessment, set quality assessment tasks which address the relevant content taught in class and plan their lessons prior to every lesson. They should prepare a timetable that is CAPS compliant to accommodate all subjects per prescribed hours of teaching. Teachers should teach subjects of their specialisation and subjects in which they have obtained at least a short training or a workshop. Teaching subjects that teachers do not specialise in causes some challenges due to a content gap. It is also imperative for teachers to complete their annual teaching plans on time for each term so that the learner is not deprived of the right to a fair examination or evaluation of a project or task.

Additionally, teachers must complete all informal tasks per week which includes homework and class work because these tasks are the foundation for examination or bigger projects. As they complete these tasks per week, they must keep in mind that they are expected to administer quality assessment of tasks at all times. Teachers need to ensure marking in the work books and scripts is done appropriately so that proper feedback to learners is given. Teachers need to ensure that the situation in class is conducive to teaching and learning so that learners enjoy QE. In class it is fundamental to teach appropriate and quality content for the particular grade.

6.4.1.2 Departmental Head: Duties on assessment, curriculum delivery and management

Prior to the end of the year the SMT members must plan for the next year. They must have a timetable, year plan, composite time table and annual programme of assessment. They are expected to ensure proper monitoring of the tasks of the teachers they supervise. Learner files and work books must be monitored closely. The teacher files must also be monitored closely to check if the annual teaching plan is adhered to and completed in time by conducting class visits to teachers under their supervision. They must ensure that pre-moderation and post-moderation of question papers takes place. They must ensure quality of question papers and

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memoranda submitted by teachers for moderation. More importantly, they must ensure that evidence of moderation is kept at all times.

6.4.1.3 Principals: Duties on assessment, curriculum delivery and management:

Schools must purchase stationery and LTSM for the following year. The principal must maintain stability at school, control late coming, absenteeism and abscondment of learners and teachers. The school must be a place where basic functionality is observed. Principals must ensure a beneficial environment for teaching and learning in schools as well as a good relationship with the school governing body so that challenges are resolved together. Principals must ensure that they have all teachers required for the following year before the current year ends. In order to create stability in the classroom, there must be class teachers who control their classes and prefects or class leaders who work with teachers to maintain orderliness at school. Class teachers must mark their registers regularly to curb absenteeism and late coming. The principal is the one who monitors the curriculum delivery and management at school and must make DHs and teachers account for their actions to ensure quality in teaching and learning

6.4.1.4 PPN design and implementation

This section discusses the recommendations on PPN design and implementation for the DBE.

6.4.1.4.1 Recommendations on PPN implementation and design for DBE

A PPN certificate must be issued in June each year. In July, school principals must identify superfluous teachers after holding meetings with teachers at school level. In August the names of these teachers are submitted to the circuit office, district office and PED. If there are queries, the DBE and stakeholders attend to them in

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September and October. In November to December, redundant teachers indicate the schools of their choice and the paper work is completed with the circuit office, district office and PED. Secondary schools must at least have seven teachers before enrolment and other factors are considered for teacher allocation to schools.

The learner enrolment must not be the deciding factor because even one learner needs all seven teachers. Therefore, there must be proper engagement at this point especially where other schools are far from the affected schools. There must be an increase in the formula element for redress of the past social ills and transformation purposes in the rural areas to make more allowance for the survival of these schools in quintile one where the shutting down would mean that there would be no school in the area. The aim must be to avoid the shutting of the secondary schools in the deep rural areas. Scores for these categories may therefore be increased in the formula for PPN.

The DBE must ensure that all schools have maintained infrastructure and school buildings because parents and the community at large consider these facilities when choosing where they can send their children for schooling. Where school buildings deteriorate due to insufficient allocation of funds which emanates from lower learner enrolment, parents and children will hardly choose the deteriorated school. The school will then continue to collapse because there are no learners. Therefore, public works must intensify its operations. Employment of teachers must be decentralised to save time and supply schools with teachers on time.

6.5 RECOMMENDED AREAS FOR FURTHER STUDY

This study points out that there is a need for a review of PPN implementation and design if the DBE intends to implement QCDM. From the literature review and the findings of this study it is apparent that PPN have devastating effects on the provision of QE. It is trusted that this study will stimulate research in areas related to human resource distribution policies to schools with reference to quality teaching and learning. Quality teaching and learning, QE and QCDM are believed to be the

product of QA. Therefore, policies related to the provision of teachers in schools must not infringe on QA. Possible areas for further research have been identified during the course of this study which is outlined below.

The study was conducted in Maphumulo circuit management centre in Ilembe district: There is a thus restriction in terms of the location. It is suggested that the empirical study be extended to other rural circuits, urban areas, districts and the provincial level to ascertain if comparable findings are made concerning the influence of PPN on curriculum delivery and management.

This study identified six significant themes in the implementation of curriculum in secondary schools. These themes are curriculum delivery, curriculum management, assessment, basic functionality, recommendations on curriculum delivery and management, and solutions to PPN design and implementation. The study did not consider the officials in offices, the curriculum design of the country as a whole, and the distribution of office-based officials as well as the deployment of political heads to the education ministry. The study only investigated the influence of PPN which included only teachers, DHs and principals of secondary schools. A study including the above aspects which were not investigated in this study should be conducted to check if QA in secondary schools is not negatively affected by the above aspects.

The study dealt with secondary schools. Primary schools may have different issues concerning PPN and QA. Therefore, it is proper in future to embark on a study which includes primary schools where we find senior phase, intermediate and foundation phase learners.

This study confined itself to the rural area because Maphumulo circuit management centre is in a rural area. Therefore, the findings in rural areas might not be the same as those in urban areas. This makes it apparent that a study involving schools in urban areas should be conducted in future.

The Chief Education Specialist of Maphumulo circuit management centre mentioned that some people question the PPN constitutionality in DBE. I therefore believe that a further study with regards to the constitutionality of PPN needs to be conducted.

6.6 CONCLUDING REMARKS

PPN adversely affects secondary schools in Maphumulo circuit management centre and most schools encounter problems in terms of teacher supply. Some schools were supplied with insufficient numbers of teachers. This causes problems in teaching and learning because learners are left without teachers in some classes. If the school loses instructional time, there must be plans in place for recovery of the lost time. If teachers arrive at schools a few months after schools have started, there is no recovery plan and this adversely affects the endeavours to inculcate QE.

This study suggests that South Africa has evolved in its curriculum design and development. It started with Curriculum 2005 (Outcomes-Based Education), RNCS, NCS and CAPS. This study has to do with the implementation of CAPS. The study explored how PPN influence QA in the curriculum delivery and management in secondary schools. The DBE wants to produce high quality teaching and learning in secondary schools. For this purpose, the study explored PPN to ascertain their influence on QCDM implementation and design.

The findings of this study suggest that it is not enough for the DBE to rely primarily on learner enrolment in order to allocate teachers to schools. It also found that it is important to consider different areas geographically before deciding on teacher allocation to schools. It is evident in the findings that if PPN is implemented rigidly, the purpose of QCDM may be unattainable because a sufficient number of teachers in a school are fundamental for quality teaching and learning. The evidence from participants showed that the current PPN has a negative impact on QCDM in secondary schools.

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APPENDICES

APPENDIX A: Proof of registration

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MAGWAZA C S MR   STUDENT NUMBER: 43076505
P O BOX 36556
STANGER   ENQUIRIES: mandd@unisa.ac.za
 4450

FAX: (012)429-4150
 DATE: 2020-03-19

Dear student

Your application for registration for the study units as indicated on your registration form has been received.

Please note that you are not yet registered and that your registration for the indicated study units can only be finalised on receipt of the prescribed minimum initial payment. In order to have your registration activated, a further amount of R17,260.00 is required before the appropriate closing date for registration. The full fees for the study unit(s) below amount to R 17,260.00.

    TFPCU01   PhD - Education (Curriculum Studies)

The web address for authorizing credit card or EFT/SWIFT payment is as follows: www.unisa.ac.za/paymentinfo

Bank deposits (not for foreign students) can be done at any branch of First National Bank (FNB) in the RSA.
The deposit slip must be completed as follows:
* Credit - Unisa Student Deposits - The first eight blocks are for the student number. If the student number
   consists of only 7 digits, then an "0" must be filled in for the first digit of the student number.
* Leave one block open and then fill in the number 5400374721.
* Bank account number: Unisa Student Deposits

Semester 1:   Last date for payment is 17 February 2020
Semester 2:   Last date for payment is 31 July 2020
Year modules: Last date for payment is 7 March 2020
Honours and PG Diploma year modules: Last date for payment is 29 March 2020
Master's year modules: Last date for payment is 29 March 2020
Master's and doctoral Research proposal module/dissertation/thesis: last date for payment is 30 March 2020.

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Study material can be accessed on the Unisa web after you have been temporarily registered. Visit the following link: https://registration.unisa.ac.za/info/ to download your study material.

Your application for registration or registration for additional study unit/s will be cancelled if the relevant minimum fee and/or documents have not been received by the University on or before the appropriate closing date. You will then have to apply for registration for the next registration period.

If there is a credit balance on your account, it will be refunded on your written request.

Dr F Goolam
Registrar

APPENDIX B: Request for permission to conduct research at Maphumulo Circuit Management Centre: CMC Manager

Title of your research: The influence of post provisioning norms on quality curriculum delivery in secondary schools.

Date: 3 September 2019

Name of the person to who you address the request; Mr L.S Khanyile
Department of the person: Department of Basic Education
Contact details of the person: 082 726 2101

Dear Chief Education Specialist.

I, Mr Christopher S. Magwaza, am doing research under supervision of B.A Segoe, a Professor in the Department of Curriculum and Instructional Studies, towards a Ded. at the University of South Africa (UNISA). This study is not +funded by any other party except the finance obtained from UNISA in the form of a bursary. We are inviting you to participate in a study entitled 'The influence of post provisioning norms on quality curriculum delivery in secondary schools'.

The aim of the study is to explore the perceptions of teachers, principal and Chief Education Specialist on the influence of post provisioning norms on quality curriculum delivery and management in secondary schools.

Your department has been selected because it owns the policy on teacher distribution to schools (PPN) which is part of the research aim and objectives. The Department of Basic Education designed the policy on teacher distribution to schools in South Africa; therefore, it is relevant to involve it in the study of this nature.

The study will entail a semi-structured focus group interview and semi-structured individual interviews. In this study ten teachers from different schools will be involved in semi-structured interview focus group. The principal and Chief Education Specialist will be involved in the semi-structured individual interview respectively.

The benefits of this study are not tangible. Teachers, principal and CES will gain the information after the findings of the study have been made. The researcher will make the findings available for all the participants should they need it.

There are no risks anticipated in this study. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail I will give feedback after the study has been completed and the thesis is returned from the examiners and it will be sent electronically to all participants.

Yours sincerely

Christopher S Magwaza

APPENDIX C: Request for permission to schools

Title of the title of your research: The influence of post provisioning norms on quality curriculum delivery in secondary schools.

Date: 3 September 2019

Name of the person to whom you address the request; _____

Department of the person: Department of Basic Education

Contact details of the person: _____

Dear Chief Education Specialist.

I, Mr Christopher S Magwaza, am doing research under supervision of B.A Segoe, a Professor in the Department of Curriculum and Instructional Studies towards a Ded at the University of South Africa (UNISA). This study is not funded by any other party except the finance obtained from UNISA in the form of a bursary. We are inviting you to participate in a study entitled 'The influence of post provisioning norms on quality curriculum delivery in secondary schools'.

The aim of the study is to explore the perceptions of teachers, principal and Chief Education Specialist on the influence of post provisioning norms on quality curriculum delivery and management in secondary schools.

Your department has been selected because it owns the policy on teacher distribution to schools (PPN) which is part of the research aim and objectives. The Department of Basic Education designed the policy on teacher distribution to schools in South Africa therefore it is relevant to involve it in the study of this nature.

The study will entail a semi-structured focus group interview and semi-structured individual interviews. In this study ten teachers from different schools will be involved in a semi-structured focus group interview. The principal and Chief Education Specialist (CES) will be involved in semi-structured individual interview respectively.

The benefits of this study are not tangible. Teachers, principal and CES will gain the information after the findings of the study have been made. The researcher will make the findings available for all the participants should they need it.

There are no risks anticipated in this study. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail I will give feedback after the study has been completed and returned from the examiners and it will be sent electronically to all participants.

Yours sincerely

Christopher S Magwaza

APPENDIX D: The letter for consent: Teachers in semi-structured FGI

Date

Title: Researcher: The influence of post provisioning norms on quality curriculum delivery and management in secondary schools.

DEAR PROSPECTIVE PARTICIPANT

My name is Christopher S. Magwaza and I am doing research under the supervision of B.A Segoe, a Professor in the Department of Curriculum and Instructional Studies towards a DeD   at the University of South Africa. We have no funding from any organisation except the bursary sometimes obtained from UNISA. We are inviting you to participate in a study entitled 'The influence of post provisioning norms on quality curriculum delivery in secondary schools'.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to explore the perceptions of teachers, principal and Chief Education Specialist on the influence of post provisioning norms on quality curriculum delivery and management in secondary schools. This study can assist the schools that are experiencing negative impact of PPN. The schools that are about to close may be safe from closing if the newly developed or improved PPN impacts positively on them. It can promote job satisfaction on the side of teachers, Departmental Heads and principals in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have sufficient information and experiences on the implementations of PPN in Maphumulo secondary schools. I obtained your contact details from Maphumulo Circuit Management Centre. *The* approximate number of participants in the semi-structured focus group interview will be ten teachers from different schools.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves a semi-structured *focus group*. The expected duration of participation is one hour in the semi-structured focus groups interview. One hour is sufficient for discussion in a semi-structured focus group because the researcher will direct the discussion so that there is no time wasted and there are few questions. The

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participants will simply answer the questions asked by the researcher and discuss whatever she/he is free to say about the research question.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The participants as a group will not obtain tangible benefits from this study except the information and knowledge after the study has been submitted for examination purposes. The researcher will give feedback to participants thereafter. The information from this study will be valuable for teachers who work in secondary schools since PPN is a main problem that causes overload to teachers.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

In this study I do not foresee any negative consequences because it will take place at the library near the police station should any criminality occurs we contact the police. The study is does not talk about information that involves people who do not want the world to know about the findings. Most of the teachers can be happy if PPN can be improved. It is unlike when the study exposes some information about civilians and other organisations. The only issue is that some of the participants may have been directly affected by PPN; it may be emotional to them to talk about it. There is no indemnity arranged and insurance arranged for participants.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research; *therefore, all information obtained is confidential.* Your name will not be recorded anywhere and no one will be able to

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connect you to the answers you give and that means anonymity will be observed. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data. Any publications or other research reporting methods will not use your name.

In this study we will have a transcriber who will be directly involved in the record-keeping of our data and this person will *sign a* confidentiality agreement. Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The data that you will provide may be used for other purposes, such as a research report, journal articles and/or conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my house in Maphumulo for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

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In this study there is no planned payment for participants unless there is a proof that the participants incurred losses due to this study and arrangements can be made prior to the participation. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education Ethics Research Committee (CEDU *ERC),* Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Christopher S Magwaza on 0834193697 or saccamagwaza@gmail.com. The findings are accessible after the study has been submitted for examination purposes and results have been communicated to the student. Should you require any further information or want to contact the researcher about any aspect of this study, please contact C.S Magwaza, cell phone: 0834193697 or saccamagwaza@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor B.A Segoe, sequeba@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Christopher S Magwaza

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____

(participant name), confirm that the person asking my consent to take part in this

research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording (transcript) of the focus group interview data.

I have received a signed copy of the informed consent agreement.

Participant   Name   &   Surname   (please   print)
_____

_____
              _____   Date
Participant Signature

Researcher's   Name   &   Surname   (please   print)
_____

_____   _____
Researcher's signature   Date

APPENDIX E: The letter for consent: Principal in semi-structured individual interview

Date

Title: Researcher: The influence of post provisioning norms on quality curriculum delivery in secondary schools.

DEAR PROSPECTIVE PARTICIPANT

My name is Christopher S. Magwaza and I am doing research under the supervision of B.A Segoe, a Professor in the Department of Curriculum and Instructional Studies towards a DeD at the University of South Africa. We have no funding from any organisation except the bursary sometimes obtained from UNISA. We are inviting you to participate in a study entitled 'The influence of post provisioning norms on quality curriculum delivery in secondary schools'.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to explore the perceptions of teachers, principal and Chief Education Specialist on the influence of post provisioning norms on quality curriculum delivery and management in secondary schools. This study can assist the schools that are experiencing negative impact of PPN if it is revised. The schools that are about to close may be safe from closing if the newly developed or improved PPN impacts positively on them. It can promote job satisfaction on the side of teachers, Departmental Heads and principals in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have sufficient information and experiences on the implementations of PPN in Maphumulo secondary schools. I obtained your contact details from Maphumulo Circuit Management Centre. Indicate the approximate number of participants in the semi structured focus group interview will be ten teachers from different schools.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi structured individual interview and the expected duration of participation is 1 hour. One hour is sufficient for one-on-one interview in semi

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structured interview because the researcher will direct the interview so that there is no time wasted and there are few questions. The participants will simple answer the questions asked by the researcher and explain whatever she/he feels is free to say about the research question.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation.   If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Describe the presence or absence of possible benefits for the participant, the participants as a group will not obtain tangible benefits from this study except the information and knowledge after the study has been submitted for examination purposes. The researcher will give feedback to participants thereafter. The information from this study will be valuable for teachers who work in secondary schools since PPN is main problem that cause overload to teachers.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

In this study I do not foresee any negative consequences because it will take place at the library near the policy station should any criminality occurs we contact the police. The study is does not talk about information that involves people who do not want the world to know about the findings. Most of the teachers can be happy if PPN can be improved. It is unlike when the study exposes some information about civilians and other organisations. The only issue is that some of the participants may have been directly affected by PPN; it may be emotional to them to talk about it. There is no indemnity arranged and insurance arranged for participants.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research *therefore all information obtained is confidential.* Your name will not be recorded anywhere and no one will be able to connect you to the answers you give that means anonymity will be observed. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data. Any publications or other research reporting methods will not use your name.

In this study we will have a transcriber who will be directly involved in the record-keeping of our data and this person will *sign a* confidentiality agreement. Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study.

The data that you will provide may be used for other purposes, such as a research report, journal articles and/or conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report). Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

A semi structured individual interview consists of one participant who is involved in a session where she/he answers the question asked by the researcher. The researcher can even probe for clear answers. The researcher leads the interview. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the semi structured individual interview, I can guarantee that I will treat information confidentially.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my house in Maphumulo area for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

In this study there is no planned payment for participants unless there is a proof that the participants incurred losses due to this study and arrangements can be made prior to the participation. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education Ethics Research Committee (CEDU *ERC),* Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Christopher S Magwaza on 0834193697 or saccamagwaza@gmail.com. The findings are accessible after the study has been submitted for examination purposes and results have been communicated to the student. Should you require any further information or want to contact the researcher about any aspect of this study, please contact C.S Magwaza, cell phone: 0834193697 or saccamagwaza@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor B.A Segoe, seqoeba@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

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Christopher S Magwaza

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____
(participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording (transcript) of the focus group interview data.

I have received a signed copy of the informed consent agreement.

Participant   Name   &   Surname   (please   print)
_____

_____
_____
Participant Signature   Date

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Researcher's Name & Surname (please print)

_____

_____   _____
Researcher's signature   Date

APPENDIX F: The letter for consent: Chief Education Specialist (CES) as participant in semi-structured individual interview

Date

Title: Researcher: The influence of post provisioning norms on quality curriculum delivery in secondary schools.

DEAR PROSPECTIVE PARTICIPANT

My name is Christopher S. Magwaza and I am doing research under the supervision of B.A Segoe, a Professor in the Department of Curriculum and Instructional Studies towards a DeD. at the University of South Africa. We have no funding from any organisation except the bursary sometimes obtained from UNISA. We are inviting you to participate in a study entitled 'The influence of post provisioning norms on quality curriculum delivery in secondary schools'.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to explore the perceptions of teachers, principal and Chief Education Specialist on the influence of post provisioning norms on quality curriculum delivery and management in secondary schools. This study can assist the schools that are experiencing negative impact of PPN if it is revised. The schools that are about to close may be safe from closing if the newly developed or improved PPN impacts positively on them. It can promote job satisfaction on the side of teachers, Departmental Heads and principals in schools.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have sufficient information and experiences on the implementations of PPN in Maphumulo secondary schools. I obtained your contact details from Maphumulo Circuit Management Centre. Indicate the approximate number of participants in the semi structured focus group interview will be ten teachers from different schools.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves *semi structured interview*. The expected duration of participation is 1 hour in the semi structured individual interview. One hour is sufficient for semi

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structured individual interview because the researcher will direct the questions so that there is no time wasted and there are few questions. The participants will simple answer the questions asked by the researcher and explain whatever she/he feels is free to say about the research question. The research schedule is available with open-ended questions.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation.   If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Describe the presence or absence of possible benefits for the participant

The participants as a group will not obtain tangible benefits from this study except the information and knowledge after the study has been submitted for examination purposes. The researcher will give feedback to participants thereafter. The information from this study will be valuable for teachers who work in secondary schools since PPN is main problem that cause overload to teachers.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

In this study I do not foresee any negative consequences because it will take place at the library near the policy station should any criminality occurs we contact the police. The study is does not talk about information that involves people who do not want the world to know about the findings. Most of the teachers can be happy if PPN can be improved. It is unlike when the study exposes some information about civilians and other organisations. The only issue is that some of the participants may have been directly affected by PPN; it may be emotional to them to talk about it. There is no indemnity arranged and insurance arranged for participants.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research *therefore all information obtained is confidential.* Your name will not be recorded anywhere and no one will be able to connect you to the answers you give that means anonymity will be observed. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data. Any publications or other research reporting methods will not use your name.

In this study we will have a transcriber who will be directly involved in the record-keeping of our data and this person will *sign a* confidentiality agreement. Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The data that you will provide may be used for other purposes, such as a research report, journal articles and/or conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report). Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

A semi structured individual interview consists of one participant who is involved in a session where she/he answers the question asked by the researcher. The researcher can even probe for clear answers. The researcher leads the interview. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the semi structured interview, I can guarantee that I will treat information confidentially.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

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Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my house in Maphumulo area for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme).

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

In this study there is no planned payment for participants unless there is a proof that the participants incurred losses due to this study and arrangements can be made prior to the participation. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education Ethics Research Committee (CEDU *ERC),* Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Christopher S Magwaza on 0834193697 or saccamagwaza@gmail.com. The findings are accessible after the study has been submitted for examination purposes and results have been communicated to the Student. Should you require any further information or want to contact the researcher about any aspect of this study, please contact C.S Magwaza, cell phone: 0834193697 or saccamagwaza@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor B.A Segoe, sequeba@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Christopher S Magwaza

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____

(participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording (transcript) of the focus group interview data.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)
_____

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_____   _____
Participant Signature   Date

Researcher's   Name   &   Surname   (please   print)
_____

_____   _____
Researcher's signature   Date

Appendix G: Semi-structured focus group interview schedule: Teachers

TOPIC: The influence of post provisioning norms on quality curriculum delivery and management in secondary schools.

1. What is your view of the effects of PPN on quality curriculum delivery in Maphumulo secondary school?
2. How does PPN affect quality curriculum management in Maphumulo secondary schools?
3. How does PPN affect quality assessment in Maphumulo secondary schools?
4. What must be done by Maphumulo secondary schools to improve quality curriculum delivery and management?
5. How can the Department of Basic Education improve the design and implementation of PPN in secondary schools?

Appendix H: Semi-structured individual interview schedule: Principal

Topic: The influence of Post Provisioning Norms on curriculum delivery and management in secondary schools.

1. What is the effect of PPN on quality assurance in curriculum delivery (teaching and learning) in Maphumulo secondary schools?

2. What is the effect of PPN on quality assurance in curriculum management in Maphumulo secondary schools?

3. How does PPN affect quality assurance in assessment programmes (formal and informal) in Maphumulo secondary schools?

4. What must be done by secondary schools and Department of Basic Education to improve and maintain quality assurance in curriculum delivery and management?

5. How can the Department of Basic Education improve PPN design and implementation in Maphumulo secondary schools?

Appendix I: Semi-structured individual interview schedule: CES

Topic: The influence of Post Provisioning Norms on quality curriculum delivery and management in secondary schools.

1. What is your view of the effects of PPN on quality assurance in curriculum delivery (teaching and learning) in Maphumulo secondary schools?
2. How does PPN affect quality assurance in curriculum management in Maphumulo secondary schools?
3. How does PPN affect quality assessment (formal and informal) in Maphumulo secondary schools?
   - Formal assessment (Controlled test, assignments, presentations and projects).
   - Informal assessment (Daily assessment)
4. How does PPN influence quality education (QE) in Maphumulo secondary schools?
5. How does PPN affect basic functionality in Maphumulo secondary schools?
6. What must be done by secondary schools and Department of Basic Education to improve and maintain quality assurance in curriculum delivery and management in secondary schools?
7. What must be done by the Department of Basic Education to improve PPN design and implementation in Maphumulo secondary schools?

Appendix J: Ethics certificate

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/05/13

Dear Mr CS Magwaza Decision: Ethics Approval from 2020/05/13 to 2025/05/13

Researcher(s): Name: Mr CS Magwaza   E-mail address: saccamagwaza@gmail.com   Telephone: 0834193697

Supervisor(s): Name: Prof BA Segoe   E-mail address: segoeba@unisa.ac.za   Telephone: 0124294649   Title of research:

The influence of post provisioning norms on quality curriculum delivery and management in secondary schools.

Qualification: PhD Curriculum Studies

_____

_____ Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/05/13 to 2025/05/13.

The low risk application was reviewed by the Ethics Review Committee on 2020/05/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that: 1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached. 2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

Ref: 2020/05/13/43076505/22/AM Name: Mr CS Magwaza   Student No.:43076505

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.   4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application. 5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.   6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003. 7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance. 8. No field work activities may continue after the expiry date 2025/05/13. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval. Note: The reference number 2020/05/13/43076505/22/should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

     Prof AT Motlhabane   Prof PM Sebate CHAIRPERSON: CEDU RERC ACTING EXECUTIVE DEAN motlhat@unisa.ac.za   Sebatpm@unisa.ac.za

Appendix H: Language Editing Certificate

Carina Barnard Translation/Editing/Proofreading

6 Villa Monte Verde   Tel. 012 8044 700 37

Knoppiesdoorn Avenue

Lynnwood Manor   082 558 9993

Pretoria   carina.barnard@absamail.co.za

CERTIFICATE: LANGUAGE EDITING

I, C J Barnard, hereby certify that I edited and proofread the dissertation

THE INFLUENCE OF POST PROVISIONING NORMS ON QUALITY CURRICULUM DELIVERY AND MANAGEMENT IN SECONDARY SCHOOLS

by

MAGWAZA CHRISTOPHER SAKHAYEDWA

I found the standard of the language acceptable provided the corrections as indicated have been made.

CJ Barnard

BA (English, Latin, Psychology), HED, Diploma in Translation, Dipl. Special Education
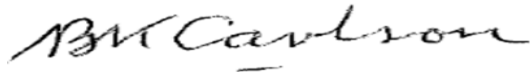
Pretoria

27 January 2021

Appendix I: Letter from the second language editor

8 Nahoon Valley Place

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Nahoon Valley

East London

5241

20 March 2022

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following dissertation using the Windows 'Tracking' system to reflect my comments and suggested corrections for the students to action:

The influence of post provisioning norms on quality curriculum delivery and management in secondary schools by MAGWAZA CHRISTOPHER SAKHAYEDWA, a thesis submitted in the fulfilment of the requirements for the degree of DOCTOR OF EDUCATION in CURRICULUM AND INSTRUCTIONAL STUDIES at the COLLEGE OF EDUCATION at the UNIVERSITY OF SOUTH AFRICA.

Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the **student** in the first instance and not with myself as the editor.

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