

CHALLENGES FACING PRINCIPALS IN MANAGING THE
IMPLEMENTATION OF THE REVISED CURRICULUM: A CASE OF THE
OHANGWENA REGION OF NAMIBIA

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
(LEADERSHIP, MANAGEMENT AND POLICY STUDIES)

OF
THE UNIVERSITY OF NAMIBIA

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APRIL 2023

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ABSTRACT

The purpose of this study was to explore the challenges facing principals in managing the implementation of the revised curriculum in secondary schools in the Ohangwena region in Namibia. The study drew from Mintzberg's education management roles theory. The findings from this research can assist the Ministry of Education, Arts and Culture in addressing some of the challenges that principals encounter in managing the curriculum, and they can help in introducing management programmes and strategies that may improve principals' curriculum management skills.

The study used a qualitative case study design. The population comprised of all secondary school principals and inspectors in the Ohangwena region. Purposeful criterion sampling was employed to select the sample. The sample consisted of four secondary school principals running better performing schools and four inspectors supervising the principals of the selected schools. Document analysis and semi-structured interviews were used as data collection instruments.

It was established from the study findings that principals tried to fulfil their roles as curriculum leaders but they are faced with some challenges such as lack of teaching and learning resources, lack of qualified teaching personnel and the phasing in of higher grades among others. However, measures were suggested to mitigate the challenges.

The study concluded by pointing out that although principals tried to execute their duties as curriculum managers, they still require training and ongoing support to execute certain aspects of their duties of managing the implementation of the curriculum. As such, the study recommended effective training for curriculum management, clear guidelines on managing curriculum implementation, and knowledge about the curriculum, inclusive of the process and practice, which should

be provided to the principals. The researcher further recommended a more comprehensive study in curriculum management and leadership in secondary schools.

Key Words: Challenges, principals, revised curriculum, curriculum, curriculum implementation,

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Almighty Father God who gave me the strength and guided me to remain focused and determined towards my studies.

My deepest gratitude goes to my supervisor, Dr John Mushaandja, for mentoring me through his invaluable professional coaching. Without his patience, knowledge and friendliness, this work would not have been possible. I am also highly indebted to Dr Rachel Amaambo, for being instrumental in making sure that I completed my thesis.

I would like to thank the Ministry of Education, Arts and Culture, and the Ohangwena Regional Education Directorate, in particular, for providing me with the opportunity to pursue knowledge. I would also like to express my sincere appreciation to my colleagues at work who supported and stood in for me during the course of this study. I deeply appreciate the school principals and inspectors for giving me permission to conduct my research and the cooperation that they have given me all the days that I spent at their schools.

I would again love to profoundly thank my siblings and kids who adapted to a challenge of getting little attention from me since I spent most of my time on my studies, closing them behind doors. I would also like to thank my mother, Secilia Ndilimeke Hashikutuva-Nande, for her prayers, which helped me to succeed in my studies. I gratefully acknowledge the advice and support system of my friend Justus Taukondjele Hautemo, Elina Amen Namupala, Saara Angel Shawapala Edward and Miryam Muunyona Hanyati. My special mention goes to all those whom I could not mention by name yet they gave me a shoulder to lean on in trying times.

DECLARATION

I, Sylvia Nande, hereby declare that this study is my own work and is a true reflection of my research and that this work or any part thereof has not been submitted for a degree at any institution.

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snande

April 2023

Student name

Signature

Date

DEDICATIONS

This study is dedicated to my late father, Phillipus Weyulu YaNande. I wish that you had witnessed my success, and may your soul continue resting in eternal peace dad. I also dedicate this work to the woman I owe greatly, my mother Secilia Ndilimeke Hashikutuva-Nande, for her support, sacrifices and the contributions she made during my early childhood education. She is the reason I am who I am today. She is my mentor, my hero, my friend, my confidante, my advisor – my mom. She is the pillar of my strength and it is from her that I gained the strength to climb the mountains - to her I am grateful.

ACRONYMS AND ABBREVIATIONS USED IN THIS THESIS

NSSCAS	Namibian Senior Secondary Certificate Advanced Subsidiary
MOEAC	Ministry of Education, Arts and Culture
COI	Classroom Observation Instrument
PAAI	Plan of Action for Academic Improvement
ICT	Information Communication Technology
USEG	Universal Secondary Education Grant
NIED	National Institute for Educational Development
SDP	School Development Plan
NSI	National Standard and performance Indicators
CPD	Continuous Professional Development
NCBE	National Curriculum for Basic Education

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The purpose of this study was to explore the challenges facing principals in managing the implementation of the revised curriculum in secondary schools in the Ohangwena region in Namibia. This chapter introduced the study by providing the background of the study sequentially it outlined the research problem, significance of the study, research questions, delimitations and limitations of the study.

1.1 Background of the study

According to the Ministry of Education, Arts and Culture (2015), the Namibian education has made considerable progress since independence in 1990 which led to among others the review and implementation of the revised curriculum. The quest for changing the school curriculum by the Namibian government was based on three main imperatives, which are to develop a new modernised and internationally comparable curriculum, to design the curriculum that doesn't reproduce the diversity and contradictions in the society but produce a new order that they seek, and to improve the quality of education for the benefit of learners and teachers. Curriculum change emerged as a key focus in restructuring the educational system and strong emphasis was placed on the effective management and leadership of curriculum implementation in schools (Adamson & Yin, 2008).

In 2015, the Ministry of Education, Arts and Culture (MoEAC) introduced the revised curriculum as a result of cabinet directives based on the resolutions that were taken during the 2011 education conference, and phasing out of Higher International General Certificate of Secondary Education (HIGSE) in 2010. These changes included changes to basic education structure, review of basic education curricula, introduction of

technical subjects, the review of the language policy for schools and the promotion policy for all the school phases, the introduction of basic pre-vocational skills course, the phasing out of the junior secondary certificate national examinations, the introduction of semi-external examinations at the end of grade 9, the phasing out of Namibia Secondary School Certificate Higher (NSSCH) and the introduction of the Namibian Senior Secondary Certificate Advanced Subsidiary (NSSCAS). The curriculum has been developed to give direction to basic education (then grades 1-10) towards the realisation of Namibia's Vision 2030 (MoEAC, 2015). Vision 2030 ensures the continuation of the foundation principles of the Namibian education system described in Toward Education for all: Development brief (1993). The goals, aims, competencies, core skills and key learning areas have been identified in relation to Namibia Vision 2030, so it can also be a curriculum for the future (NCBE, 2016).

The introduction of the revised curriculum in 2015 has brought about changes with regards to the principals' role of managing curriculum implementation. School principals are now expected to assume the role of instructional leadership which is declared as essential for the successful implementation of the revised curriculum (Van Deventer, 2008). The main task of school principals is to ensure that their schools focus more on effective teaching and learning (MoEAC, 2016). Van Deventer (2008) states that with their new role, school principals are primarily expected to have in-depth knowledge of the new curriculum so that they are able to guide teachers through its implementation and to create an environment that facilitates the establishment of the constructivist paradigm underlying the revised curriculum.

School principals have a task of ensuring that the curriculum is effectively implemented in their respective schools. Changes in the education policy due to changes in the government's education directives have compelled schools to change

their management of the curriculum. Curriculum changes that have been implemented over the years are adversely affecting school principals. According to Maodzwa-Taruvinga and Cross (2009), some principals argue convincingly that it is easier to continue with familiar teaching methods instead of paying lip service to the new policies. This suggests that the capacitation of principals is essential in the successful management of the implementation of any curriculum change as they are the main role-players in promoting quality education. Inadequate training regarding curriculum implementation, lack of guidelines for the implementation of curriculum changes and the complexity of managing the new and the old curriculum simultaneously, created a challenge to most school principals.

Management of the revised curriculum in Namibia today requires school principals who are well prepared to transform the schools and improve academic standards. They have to realize that the main purpose of managing the curriculum is not just to implement national directives, but to help ensure that all learners get the most out of their education (MoEAC, 2016). Principals have to understand that managing the curriculum involves not only the formally recognised process of teaching, but all other processes that include ownership of the vision of all those involved in the implementation. This implies that the principals need to have the ability to align the vision with the needs, hopes and aspirations of all the stakeholders.

Van Deventer and Kruger (2003) advise that school principals have to strike a balance between managing curriculum implementation and instruction and attending to administrative responsibilities such as managing labour relations, financial management and accounting to governing bodies. It is evident that fulfilling these responsibilities will make extraordinary demands on the principals both personally and professionally.

1.2. Statement of the problem

Curriculum changes that had been implemented over the years call for the change of the roles of school principals in Namibian schools (Ipinge & Kasanda, 2013). Although most principals of schools have been involved in curriculum changes, more seems to be on administration or administrative tasks such as; time-tabling, monitoring and evaluation of academic activities rather than managing how the new curriculum is being implemented in order to determine if effective teaching and learning is taking place. This had made it difficult for principals to manage how the revised curriculum is implemented. Ipinge and Kasanda (2013) further posit that school principals are struggling to leave the old approaches they employed when they were managing the implementation of the old curriculum and change to new approaches, which are required to manage the implementation of the revised curriculum.

It has been noted that, principals simply receive the syllabi for all subjects and give them to Heads of Department who in turn distribute them to teachers. School principals are therefore a link in the chain of curriculum flow downwards to the classroom. This has led to the absence of participation by principals in decision making on curriculum matters, and hence denied them the opportunity of a greater autonomy and confidence to exercise professional judgment. By doing so, it limits their ability to utilise qualities of imagination, insight and creativity of the curriculum implementation matters.

A number of studies have been conducted in many countries including South Africa regarding the revised curriculum implementation. According to Cardno (2003) a study conducted in New Zealand states that despite the curriculum changes, the standard of education is not improving, the unavailability of necessary resources needed are some of the contributing factors that impact on proper effective implementation of curriculum changes. In Nigeria as stated by Billard (2003), school principals in

Nigerian schools have very little control over the curriculum management and implementation. Policy makers at national level usually produce policies without the involvement of schools. Clarke (2007) argued that the rigid nature of the curriculum left no role for principals in curriculum decision-making in England. This meant that principals did not participate in curriculum decision making processes. In Indonesia as stated by Mason (2004) implementing the concept of a school-based curriculum resulted in inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the new curriculum.

From the document review of the inspectors' monitoring tool at all circuits in Namibia, it became clear that school principals are responsible for the overall school management in relation to curriculum implementation such as time-tabling, and compiling school internal policies such as the School Development Plan (SDP) and Plan of Action for Academic Improvement (PAAI). In addition, principals are also responsible for the management of the school staff such as monitoring staff absenteeism, induction programmes for novice teachers and ensuring that the continuous professional development programme for staff members was in place. Moreover, principals also see to it that the management and administration of teaching and learning processes are done by making sure that learners are assessed, and that the assessment is done in compliance with the National Standard and Performance Indicators (NSI) and that the continuous-monitoring plan is in place. Finally, the principals are responsible for conducting class visits, managing school finances and infrastructure, and the provision of teaching and learning resources.

However, no pertinent published study could be located in Namibia. Even though these studies have somehow dealt with how to implement the revised curriculum, there is

not much focus on school principals as curriculum implementation managers, who have the responsibility to ensure the effectiveness and efficiency of curriculum implementation in schools. Therefore, the current researcher found it useful to undertake this study in order to explore the challenges facing principals in managing the implementation of the revised curriculum.

1.3 Research questions

In order to carry out a thorough and in-depth investigation into the problem, the researcher was guided by the following research questions:

1.3.1 What are the roles of school principals in managing the implementation of the revised curriculum?

1.3.2 What are the challenges faced by principals when managing the implementation of the revised curriculum?

1.3.3 How the challenges faced by principals when managing the implementation of the revised curriculum mitigated?

1.4 Significance of the study

Research on policies often contributes to the demand of the policy analysis by raising the visibility of undesirable conditions or by indicating the possible effectiveness of particular policy interventions to address such conditions (Sykes, Schneider, & Plank 2009). Research on policies seeks to influence policy choice. As policy research typically focuses on a single policy (Sykes, Schneider & Plank 2009), (in this study, new curriculum policy) its analysis and contradictions can generate data to assess its impact and influence its implementation.

Challenges regarding curriculum implementation are a great concern, and it hampers the effectiveness of the implementation. Hence, the researcher believes that the findings of this study can be useful to the Ministry of Education, Arts and Culture, especially the curriculum specialists. It can help the Ministry of Education, Arts and Culture to address the challenges that school principals encounter when they manage the implementation of the revised curriculum, and help to introduce curriculum management programmes that may improve principals' skills in respect of the curriculum management.

Curriculum specialists can use the findings of the study to review their current curriculum management strategies and to plan interventions to address challenges identified regarding the school principals in managing the implementation of the revised curriculum and thereby improving the quality of education. The study can also benefit school principals in terms of enhancing their leadership and managing skills regarding managing curriculum implementation. Insights gained in this study may also contribute to the existing body of pertinent knowledge.

1.5 Limitations of the study

Limitations of a study concern potential weaknesses that are usually out of the researcher's control (Theofanidis & Fountouki, 2019). The study was conducted in Ohangwena Region, although Ohangwena Region is not the most challenged region by the implementation of the revised curriculum. This is due to the financial constraint of the researcher. The impact of the covid-19 outbreak has also affected the time it took to complete the study. Another limitation was presented by the scarcity of relevant literature based on the Namibian context, thus most of the literature that was used in this study was that from other countries.

1.6 Delimitations of the study

Delimitations are in essence the limitations consciously set by the authors themselves (Theofanidis & Fountouki, 2019). They are concerned with the definitions that the researchers decide to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible to achieve (Theofanidis et. al, 2019). The study was restricted to four better performing secondary schools of Oshana region in Namibia as the researcher wanted to find how, despite the challenges the principals faced in managing curriculum implementation, the schools still performed well and the findings would not be generalised to other regions. In terms of the research method, a smaller sample size raises the issue of generalisability to the whole population of the research (Harry & Lipsky, 2014). Having studied the language testing assessment in Hong Kong qualitatively, Gay, (2015) admits that due to the small sample size, the study results do not wish to claim wider generalisation to other contexts.

1.7 Definition of terms

In this study, the following terms should be understood as follows:

Revised curriculum is defined as the reformed official document for teaching, learning and evaluation that provides direction to planning, organising and implementing teaching and learning (MoEAC, 2015).

Curriculum is defined as the official policy for teaching, learning and assessment, and gives direction to planning, organising and implementing teaching and learning (NCBE, 2016).

Implementation is the carrying out, execution, or practice of a plan, a method, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen (NCBE, 2016).

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabi and subjects in schools. In other words, it is the process that involves helping the learner to acquire the intended knowledge and experience (Johnson, 2012).

1.8 Summary

This chapter introduces this study by looking at the orientation of the study, which served also as a background to the core research issues of the study. Under orientation, the roles of the school principals were discussed, and an introduction to the school principals' challenges was made. The key problem was that majority of school principals in Ohangwena region are struggling with the implementation of the revised curriculum. There could be several challenges that school principals face in managing the implementation of the revised curriculum. Therefore, it was imperative to explore school principals' perceptions about their roles and responsibilities. The statement of the problem was also discussed followed by the research questions that guided the study.

This chapter further addressed the reasons for conducting the study, and why the study was significant to the Ministry of Education, Arts and Culture, curriculum specialists, principals and other stakeholders. Lastly, the delimitations and limitations that the

study faced were also discussed. The next chapter will provide a literature review to the research problem.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Literature review refers to the activities involved in searching for information on the topic and developing a comprehensive picture of the state of knowledge on that topic (Brink, Walt, & Rensburg, 2012). The literature is all the written sources relevant to the topic of interest and is useful to expose more about the topic under study. This chapter presents a comprehensive review of various related literature to expose what other authors said on the challenges facing principals in managing the implementation of the revised curriculum in the Ohangwena region in the Northern part of Namibia. Furthermore, it comprises of a review of international and local scholarship related to the issue of managing curriculum implementation and its challenges at school level. It was necessary to conduct a review of the relevant literature to make the problem clearer. The chapter further presents the theoretical framework that guided this study and constructs the framework based on management roles. To answer the research questions the work of Mallia (1992) and Van Deventer (2008) were employed.

2.2 Theoretical framework

Theory is explained as a system of ideas intended to explain something with a purpose of predicting phenomena (Cohen, Manion & Morrison, 2009). This study drew on education *management roles theory* as described by Mintzberg (1989). Henry Mintzberg, a prominent management scholar, developed the managerial roles approach to management, which is closely linked to the work-activity approach to management that addresses the actual activities of managers that can improve employee performance (Mallia, 1992, Van Deventer, 2008).

His approach is broad, involving the study of virtually everything managers do and how they do it. His general appeal is further enhanced by a fundamental belief that management is about applying human skills to systems and not applying systems to people - a belief that is demonstrated throughout his writing. Mintzberg sets out the stark reality of what managers do. If there is a single theme that runs through this study, it is that the pressures of the job drive the manager to take on more work, encourage interventions, respond quickly to every stimulus, seek the tangible and avoid the abstract, make decisions in small increments, and do almost everything abruptly.

Mintzberg's theory stresses the importance of the manager's role and the need to thoroughly understand it before attempting to train and develop those engaged in carrying it out. No job is more vital to our society than that of the manager as the manager determines whether our social institutions serve us well or whether they squander our talents and resources. It is time to strip away the folklore about managerial work, and time to study it realistically so that we can begin the difficult task of making significant improvements in its performance (Mintzberg, 1973).

According to Steeds (2001, p. 8), "education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work". The present researcher chose this theory specifically on decision making because Mintzberg's decision-making role is one of the broad approaches towards curriculum management through looking at the principals as entrepreneurs, allocators of resources, maintainers of order and negotiators in the curriculum implementation process.

Decision making roles revolve around the principals of schools who make important choices in curriculum management as they take charge and ultimate responsibility for the schools. The role of the principal as an entrepreneur is to initiate and design change, with the opportunity to oversee and review vital projects by delegating all or part of the project. Most of these changes relate to curriculum issues (Mallia, 1992). Van Deventer (2008) points out that the principal as an entrepreneur should review the total curriculum, arrange for educators, and involve parents since they can fund some curriculum programmes.

The principals as resource allocators have the final responsibility for the overall running of the school and allocate learning areas and timetabling in order to achieve the vision of managing curriculum implementation in schools. They should investigate the resources in the school and apply equity when allocating resources (Mallia, 1992).

Principals of schools should be able to deal with crises that include the complaints of parents and some educators who undermine authority by not attending to their responsibilities. Principals should manage curriculum changes in order to ensure that the curriculum is effectively implemented (Van Defenter, 2008).

School principals should negotiate with government officials to issue learning materials and have them available in schools on time for effective curriculum implementation in the schools. Most principals find it difficult when they are expected to be negotiators because they have not had any specific training in negotiating skills (Van Deventer, 2008). Principals have to negotiate with various groups to ensure that the school curriculum is well managed. They must also negotiate whenever there is dissatisfaction among teachers on subject allocations and therefore need to have good communication and interpersonal skills (Mallia, 1992).

Thus, the present researcher decided to have her study informed by the theory on the decision-making roles of the school principals in managing the curriculum implementation seeing that each principal acts as an entrepreneur, allocator of resources, maintainer of order and negotiator and all these are essential roles for curriculum managers.

2.3 Roles of school principals in managing the implementation of the curriculum

A review of relevant literature indicates that the principals as curriculum managers should lead the implementation of the new curriculum in schools, for them to serve as effective curriculum managers they need to understand the importance of their role to the school curricula as a whole. The ultimate goal of understanding their role is to maximize student performance by providing quality management of the curriculum, which enhances quality teaching and learning. The Namibian Handbook for instructional leaders in Namibian schools (2014) states that school principals have to promote a positive school climate, create effective learning, lead and manage staff, and deploy staff and resources effectively.

For the principals to be able to successfully manage the curriculum implementation, they need to be familiar with subject contents and methods of all the subjects taught in their schools so that they can be able to facilitate change and offer support to teachers. Jansen and Middlewood (2003) attest to this when they write that the pivotal influence of a principal determines the pace and extent of change. School principals should encourage teachers and learners to embrace curriculum change for it to be smoothly implemented. This is in line with Bush (1995, as cited in Dimba, 2001), who states that curriculum managers' role is to question, modify, and adapt the prescribed curriculum within the set of values espoused by the school in order to meet the needs of the learners. In sharing this contention, Bush (2008) adds that it is the role of the

principal to ease tensions on the part of teachers, because if not, they are likely to show it in the classroom. While learners may learn at differing paces, education is about the learners' realisation of innate potentialities that simply need the right environment to develop. This entails that curriculum management requires the manager to be well equipped with knowledge regarding the curriculum that they will have to manage, the teaching methods and approaches so that they can be able to provide instructional and curriculum leadership.

2.3.1. Provide instructional and Curriculum leadership

The roles of school principals in managing the curriculum vary from one country to another. According to Wahyudin (2010), in Indonesia school principals have two major roles in managing curriculum implementation. The first role of the principal is to provide instructional and curriculum leadership to the teachers. For the principals to successfully perform this role, they have to be technically and conceptually having curriculum capability, be familiar with the subject content and with the progressive teaching methods of the curriculum to be implemented. A lack of leadership capacity might hinder the success of curriculum implementation and the achievement of objectives of the curriculum. The second role of the principals is to provide managerial and administrative leadership. The principal should take initiative in marketing curriculum change in an institution. As curriculum heads, principals should focus on reviewing materials and solving daily problems that teachers experience in implementing the curriculum.

In New Zealand, according to Cardno (2003), the Ministry of Education wrote that school principals should demonstrate a thorough understanding of current approaches to effective teaching and learning, provide professional direction to the work of others by encouraging vision and innovation in classroom practice and organisation, analyse

and make an effective and timely response to school review, external audits and outcomes of student learning, and understand and apply this where appropriate, as well as the current practices for effective management.

Although there seems to be an agreement among researchers on the roles of school principals in managing curriculum implementation, some researchers such as Wahyudin (2010) seem to differ. Wahyudin states that in most South African schools, school principals do not only monitor the implementation of policies, they also have to be class teachers, and at times they have to teach more subjects and at times in more than one grade. In Nigeria, Billard (2003, as cited in Ifeoma 2010) attests that, principals are the driving force behind any school, and it is argued that they are key to improving the quality of the learning process.

2.3.2 Provide curricular direction

The existing literatures on the roles of school principals in managing the implementation of the curriculum reflect that most researchers found the roles of the school principal in managing the implementation of the curriculum as to provide curricular direction through mentoring and supporting educators and learners emotionally and materially. Principals monitor progress and provide feedback on teaching and learning and provide staff (Bush et al., 2009; Clarke, 2007; Dagher & BouJaoude, 2011; Mason, 2004; Mazibuko, 2003).

2.3.3 Planning

The key aspect of curriculum management is effective planning. According to Craig (2003), planning begins with the clear identification of goals or a vision to work towards, and to generate commitment and eagerness. This means that principals have to involve their staff in planning so that they can own the decisions they make as a

team. Regular staff meetings guarantee less serious curriculum implementation problems and greater staff cohesiveness. On the same concept. Bush et al. (2009) concur with Craig (2003), that principals need to realise that not having regular staff meetings to check on progress is a recipe for failure. Staff meetings do not only provide a vehicle for articulating and working out problems, but they give staff an opportunity to communicate curriculum implementation information, share ideas, and support each other.

2.3.4 Instructional leadership

Day, Hall and Whitaker (2004) assert that improved teaching and learning should be the primary focus for the principals. Principals assist teachers to interpret curriculum policy and make instructional quality the top priority. Their level of understanding is crucial for the implementation of the curriculum. Day et al. (2004) add that principals also ensure that curriculum content is consistent with both learning outcomes and with the assessments used to measure the attainment of those outcomes. In other words, everyone is expected to remain focused and work towards the intended outcomes. Principals ensure that learning and teaching support materials used in their schools are consistent and mutually reinforcing.

2.3.5 Managing resources

When school boards, principals, and other education leaders are confronted with challenging economic times, the financial environment created in the schools presents decisions of an unprecedented magnitude. According to Bernard, Hedlery, Cattaro and Svolopoulos (2006), the principals should identify the need for resources, secure the resources, allocate the resources in an economic way and maintain the resources as much as possible. When implementing the curriculum, clear specifications of what is required can make the difference between success and failure. This is in line with

Mazibuko (2003), who further states that principals should ensure that there are sufficient teaching materials, supplies and other resources and ensuring that they are passed on to the right people. Teachers should familiarise themselves with the new resources so that they can develop learning programmes and effectively manage the school resources. This will assist in creating an environment which is conducive for effective teaching and learning

2.3.6 Teacher professional development/mentorship

According to Mason (2004), changes in education, notably with regards to the curriculum at all levels, require teachers to expand their level of knowledge and skills. The environments in which teachers work and the demands placed upon them by society are increasingly complex. As teachers strive to equip learners with a wide range of knowledge and skills that they will require to take their place in a world that is in constant evolution, they require the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes.

Bernardt et al. (2006) state that principals should assist in creating the conditions that enable staff to develop so that the school can achieve its goals more effectively. Principals should identify the strengths and weaknesses of their teachers in order to provide appropriate support. This can be done through workshops, conferences, in-service training, advanced studies, and research and development. The ultimate goal of teacher development is not to create individuals who unthinkingly follow a cookbook approach to teaching, but to develop thoughtful teachers who have the ability to assess and revise their own actions in order to improve the likelihood of success for their learners.

Echoing this notion, Clarke (2007) stresses that principals should be vigilant and consider all issues affecting the staff's productivity, effectiveness and job satisfaction. The principal should bear in mind that staff development does not assume a deficiency in the teacher but a need for people to work, grow and develop on the job. Bush et al. (2009) report from their study that, as curriculum managers, the principals should discuss the changes taking place with their staff and persuade them to change their traditional teaching methods, encourage further study, and the attendance of professional growth through seminars and workshops. The key to developing the teaching and learning process in schools is the professional development of teachers. Day et al. (2004) are more specific on this point by saying that the school cannot transform or improve from what it is without the development of staff and changing their approach to teaching.

2.3.7 Conduct Evaluation

According to Wahyudin (2010), principals should conduct formative and summative evaluation of their teachers' performance and support them in their professional development. Evaluation is the systematic assessment of the worth or merit of what is being done. Caldwell and Pinks (2002) concur that its main purpose is to help the school to reflect on what it is trying to achieve, assess how far it is succeeding, and identify the required changes. This is in line with Wahyudin (2010), that implementation can only succeed through ongoing evaluation, which should not only be carried out at the end of the process, but be part of the process. The principal needs to take into consideration the context in which the school operates and the evaluation should preferably be conducted by principals who have sound knowledge of the current educational approach. In essence, Caldwell and Pinks (2002) report from their study that principals should be able to determine whether the expected outcomes have been

attained and take note of the strengths and weaknesses of the curriculum before implementation. It is a bad indication on the curriculum that at times the shortfalls of an education innovation are only discovered years after implementation. Without curriculum evaluation therefore, there is a high possibility of curriculum failure. A principal who is acquainted with the curriculum that the principal has to manage will be able to see the shortfalls of the teachers and to identify areas on which they need development.

2.3.8 Share Knowledge of the curriculum

According to Christie (1999, as cited in Dimba, 2001), principals should adapt from reliance on positional control to personalised forms of control whilst managing curriculum change. The principal should create an environment that is friendly and have an open door-policy that makes them approachable should a teacher experience a problem with the curriculum implementation. Pratt (1999) agrees that the principal should have a vision about the implementation of curriculum of their schools. Their vision must be shared among fellow workers. Successful curriculum management requires principals who will not only sit in their office but an extroverted principal who will also have informal chats with teachers to find out how they are coping. These informal chats can be used as a yardstick to draft programmes that could assist the progress in the school.

In the same wave length, Smit (2001) and also Dagher and BouJaoude (2011) see the principal as being in the middle of the relationship between teachers and external people's ideas. The success and failure of the implementation of curriculum is largely determined by the principal. The principal should show the ability to initiate and to innovate, to take the lead and to make things happen at school. Principals who show

an initiatory style of leadership set not only short-term objectives but also long-term objectives in managing curriculum implementation.

2.4 Challenges facing school principals when managing curriculum implementation

Various researchers have emphasised that various challenges inhibit principals in performing their role as curriculum managers. According to Kumalo (2009), challenges related to school principals in managing curriculum implementation are by no means unique to developing countries, but are common in developed countries too.

Other studies by Thurlow et al. (2003), Nsibande (2002), Cardno (2003), Marsh (2003), Glatthom (2000), Van der Westhuizen (2004), Mabude (2002), Sayed and Jansen (2001), and Marianne et al. (2003) emphasised that there are challenges facing school principals in executing their roles in managing the implementation of the curriculum, namely lack of professional development and support, increased workload, role conflict, teachers' attitudes, lack of resources and lack of knowledge due to poor training.

2.4.1 Lack of professional development and support

The performance of curriculum management roles requires that curriculum managers are well versed with the skills, expertise and knowledge of the curriculum. In the South African context, most school principals do not only monitor the implementation of the curriculum. According to Thurlow et al. (2003), most principals in South African schools are not aware of their roles in curriculum management, hence their performance of curriculum management roles is ineffective. This is in line with Nsibande (2002), who contends that principals in schools lack knowledge of the curriculum; therefore, they are not in a position to help the teachers, hence teachers

fail to plan certain aspects of the curriculum. Nsibande (2002) further outlines that the lack of curriculum knowledge leads to poor lesson planning and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas.

2.4.2 Increased workload

Managing schools today means taking on a lot of responsibilities and many educators would hesitate to occupy that position (Cardno, 2003). According to Marsh (2003), the challenges that principals encounter in curriculum management are the rapid pace of change in the national system in the area of curriculum change and policy implementation. Marsh (2003) maintains that principals carry enormously varied workloads and the nature of the job has become complex and constrained. This includes high administrative workloads such as financial and property management and accountability to education authorities which often takes precedence over attention to curriculum management. On top of that, Nsibande (2002) agrees with Cardno (2003) and Marsh (2003) and emphasises that paper work, interruptions, crises within schools and conflict management involving staff, learners and parents take up most of these middle managers' time.

2.4.3 Role conflict

Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. Marsh (2003) puts it that principals' roles are full of confusion and ambiguity. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function, not only do they have key roles in the education system but also in the wider community. Mabude

(2002) reports that school principals are educational leaders and managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities. Furthermore, principals act as specialists and models to members of the school community, and they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All these are sources of challenges that principals face in curriculum management.

2.4.4 Teachers' attitudes

The success of the curriculum depends on the ability of teachers to understand the curriculum changes they are faced with on a daily basis (Nsibande, 2002). Sayed and Jasen (2001) point out that teachers' attitudes is another challenge the principals face in managing the implementation of the curriculum. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. Glatthom (2000) adds that in most cases when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not taken into account by policymakers. This hinders the implementation because teachers may not understand the reasons for curriculum change. Van der Westhuizen (2004) in line with Nsinande (2002) agree that because people are different, they also have different ways of adapting to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices.

2.4.5 Lack of resources

Successful curriculum implementation requires resources such as physical, human and financial resources (Mabude, 2002). However, according to Cardno (2003), lack of resources is a primary factor that hinders the effective curriculum implementation and is widely experienced in South African schools. This affects more of the historically disadvantaged schools that lack almost every teaching and learning aids and human resources. The teachers find themselves teaching in overcrowded classrooms because of insufficient school finances to employ enough teachers in order to reduce the learner teacher ratio in the classrooms. Marianne et al. (2003) agree with Cardno (2003) and reveal that these schools also lack finances to buy materials such as learning and teaching aids and other physical resources in the form of furniture that enhance teaching and learning. There are some schools where buildings are collapsing; they hardly have any libraries, laboratories and sanitation. Some schools don't have enough books or they receive books late from the department. This makes it difficult for teachers to plan lessons. These are some of the reasons that principals struggle in their effort to manage the implementation of the curriculum. As a result, effective curriculum management is compromised because resources determine how much can be done at any given time.

2.4.6 Lack of knowledge due to poor training

Some authors feel that curriculum management is quite a demanding job which requires that principals be well prepared to take on the rapid pace of change in matters regarding curriculum policy and implementation. Knowledge, skills and attitudes are essential for educational innovation and to enhance effective curriculum management. Sayed and Jansen (2001) emphasise that principals play a major role in interpreting the educational policies in general as well as policy documents for the curriculum, and

therefore their knowledge is vital. Cardno (2003) adds that most principals lack knowledge and skills to effectively manage the curriculum. This means that they are not in a better position to provide proactive leadership required for curriculum management. This is evident in principals managing curriculum in South African schools. Nsibande (2002) links this to the quality of training they received. This is supported by Mabude (2002) who states that the training that was provided to principals does not enable them to sustain the transformation process in the curriculum. Principals do not understand what needs to be done and changed in schools, especially in areas of curriculum. Serious engagement with new policies requires that leaders are intellectually active, can raise awareness about policy among those they lead and can motivate and inspire their staff in the process of curriculum change (Mabude, 2002). The quality of training workshops is poor, facilitators are not clear about the curriculum and there is inadequate follow-up support for principals after training. This leads to lack of knowledge, which forms the foundation of effective performance in teaching and learning. Principals' knowledge in curriculum management is critical because teachers need to be assisted and given support in problematic curriculum areas.

Marianne et al. (2003) mention that, generally South African schools in rural, semi-rural and in urban settings appear to have responded positively to curriculum change. In spite of this, they learnt that some schools did not have adequate support in terms of resources for curriculum implementation. This lack of research evidence in Namibia makes this study important therefore, this gap calls for academic inquiry, which this research sought to find out.

2.5 How the challenges faced by principals in managing curriculum implementation were mitigated

Effective curriculum management by school principals is necessary for smooth implementation of the revised curriculum. As highlighted in the previous discussion, there are numerous challenges facing school principals when managing curriculum implementation. It is therefore imperative that these challenges are mitigated for effective curriculum management by heads of schools. Indeed, there are many strategies, which could be employed in order to enhance school principals' effectiveness in managing the implementation of the revised curriculum. Some of the strategies are discussed below.

2.5.1 Improvisation of Teaching and Learning Resources

The successful implementation of the curriculum to a large extent depend on the provision of the necessary resources and facilities to ensure that the enthusiasm of the curriculum managers is sustained. Provision of relevant resources is essential if any implementation of the curriculum is to be successful. Therefore, all schools need to have at least the basic requirements to meet curriculum needs. However, in most instances schools do not have all basic physical resources to support curriculum implementation such as laboratories, textbooks and exercise books. Kyahurwa (2013) indicates that, resources are regarded as the most important support structure since curriculum implementation depends largely on resources available in schools. Implementation of the curriculum without relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on teachers' morale to implement it. It is therefore important for school principals to encourage teachers to improvise and develop their own teaching and learning resources in order to develop collaborative working relations (Ondimu, 2018). Through improvisation, teachers can

develop their own resources which are necessary in the execution of teaching and learning which can promote effective curriculum implementation. Consequently, this helps teachers to focus their attention on teaching rather than being tracking down materials that they do not have required for effective curriculum implementation.

2.5.2 Professional Development and Support

Kyahurwa (2013) points out that, changes in the education system with regard to curriculum at all levels require teachers to expand their levels of skills and knowledge. Nyoni (2018) points out that, teachers are one of the key curriculum implementers therefore they need to be trained and prepared for the implementation of the new curriculum. Teachers should be fully trained and prepared for the implementation of the curriculum through in-service training, seminars and workshops. Continuous Professional Development Programmes should be made available to teachers so that they could be capacitated adequately for the successful implementation of the curriculum (Kyahurwa, 2013). Stabback (2016) points out that, professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-ups through supportive observation and feedback, staff dialogue and peer coaching. Therefore, it is best to invest more in teachers' training and give them adequate training to equip them with enough knowledge and skills to be able to implement the curriculum. In-service training could be provided as a strategy to improve teaching and learning techniques so that teachers would not employ old teaching methods during curriculum implementation.

2.5.3 Provision of Human Resources

Managing human resources is the most important and yet difficult task in an institution because of different needs, beliefs, norms and culture they bring with to work.

However, inadequate human resources have been one of the greatest challenges in the implementation of the revised curriculum. The understaffing of teachers has been an issue in that persisted in the education system for very long time. However, for instance in Kenya the government has employed more teachers to help bridge the shortage of teachers in schools through employment of under permanent contract terms. Parents, boards of schools worked hand in hand with school principals to employ qualified teachers to bridge the gap of understaffing that could not be addressed by the government (Prince, 2017). According to the MoEAC (2016) most schools became understaffed and overstaffed due to implementation of the revised curriculum which happened when curriculum phases were restructured. Therefore, schools are encouraged to implement relevant ministerial policies and directives in order to address the problem of understaffing and overstaffing in the education system. Where possible, teachers can be transferred from overstaffing to understaffing schools for correct staffing norms.

2.6 Research Gap

The reviewed literature revealed that, little research studies have been done to look at the challenges facing principals in managing the implementation of the revised curriculum. Some of the studies conducted have mostly been about how to implement the curriculum and the challenges facing educators during curriculum implementation as well as teachers' perceptions on curriculum implementation. There has not been much focus on school principals as curriculum implementation managers who are responsible to ensure that curriculum implementation is effectively and efficiently taking place in schools. To begin with, a study conducted by Namolo (2021) on teachers' preparedness on the implementation of the new grade 8 Life Science curriculum in Oshigambo inspection circuit of the Oshikoto region revealed that,

teachers were unprepared to implement the new life science curriculum. It also emanated from the findings of the study that, the lack of training and insufficient professional support contributed to the poor implementation of the new curriculum..

Another study conducted by Aloovi (2016) regarding the implementation of the revised Namibia Senior Secondary Certificate (NSSC) Biology curriculum Namibia by Biology teachers revealed that, implementation of the curriculum was hindered by lack of textbooks and laboratory equipments. It is against this background that, there is dearth of research evidence on the challenges facing school principals in managing the implementation of the revised curriculum in Ohangwena region which this research sought to fill.

The study conducted by Khahurwa (2013) in Gauteng province focused on the challenges faced by primary school principals in curriculum management. This study was based on Decker Walker's naturalistic approach and Tyler's model. These theories were not ideal tools to be used by the researcher to get an in-depth understanding of the phenomenon being investigated. Contrary to that, the current study employed management roles theory, which stresses the importance of the manager's role and the need to thoroughly understand it before attempting to train and develop those engaged in carrying it out. Mintzberg sets out the stark reality of what managers do. Mintzberg's decision-making role is one of the broad approaches towards curriculum management through looking at the principals as entrepreneurs, allocators of resources, maintainers of order and negotiators in the curriculum implementation process. Therefore, this theory is deemed appropriate to close the identified gap in knowledge since the researcher can get an in-depth understanding regarding the challenges of facing principals in managing curriculum implementation which this study tries to uncover.

Both studies (Khahurwa, 2013 and the current study) employed the qualitative research approach which, according to (Dawson, 2009), is appropriate to investigate, explore and learn about social phenomenon. However, the previous researcher employed a descriptive research design and this could have limited information generated for the purpose of the study because it is rarely used in natural settings. Besides that, the usage of questionnaires in a qualitative study limit the findings of the study. The current study utilised interview guides and document analysis. Interviews enabled the researcher to capture people's knowledge, experiences and understanding of challenges facing school principals in managing curriculum implementation. Document analysis provided a behind the scene look at the phenomenon which the interviewer might not ask appropriate questions without the leads provided through documents.

2.7 Summary

Chapter 2 discussed the roles of school principals in managing the implementation of the revised curriculum and the challenges they experience in carrying out their roles. To narrow the study to the area of challenges faced by school principals, the researcher began reading widely cited articles and other resources on the related topic.

The literature findings revealed how principals manage curriculum implementation in South Africa, Indonesia and Nigeria, but what we do not know yet is how principals manage the implementation of the revised curriculum in the Ohangwena region, which this research aims to find out. This lack of research evidence makes this study important therefore, this gap calls for academic inquiry, which the present research sought to find out. The next chapter discusses the methodology that was employed to collect and analyse the data.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided the study design and how the study was conducted. It describes the research design, how data were collected, and the types of data collection strategies employed to help in addressing the main research questions of the study and explain the challenges faced by school principals in managing the implementation of the revised curriculum in Ohangwena region, Namibia.

3.2 Research design

Leedy and Ormrod (2005) define a research design as the plan which specifies when, from whom and under what conditions the data are obtained in order to answer the research questions. A research design also indicates how the research objectives were attained and how exactly they helped to reach a conclusion or solution to the research problem (De Vos, 2002).

The current study used a qualitative case study design. Qualitative research design is a holistic approach that involves discovery. It is an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2013). This was necessitated by the nature of the research objective, the form of data that were required, the form of data collection strategies employed and the need for in-depth understanding of challenges facing school principals in managing the implementation of the revised curriculum. Qualitative researchers are interested in understanding the meanings the participants make of their sense of their experience within the world (Creswell, 2013).

Furthermore, qualitative research is naturalistic in nature (Patton, 2002), meaning that participants' behaviour is studied in its natural environment together with its

context and no manipulation and control are applied to the subjects of a study as is the case in experimental quantitative research Patton (2002). This means the qualitative researcher collected data at the schools where school principals experience the challenges they face when managing the implementation of the revised curriculum. They do not bring individuals into a lab, nor do they send out instruments for individuals to complete, such as in survey research (Creswell, 2013). Instead, qualitative researchers gather up close information by actually talking directly to people and observing their behaviours and how they act within their context. The research on challenges faced by school principals in managing the implementation of the revised curriculum required the researcher to reach out to the school principals at the schools. This enabled the researcher to investigate the cases in their natural settings and to help make sense of the situation.

The qualitative design was appropriate for this study in that it is flexible and accommodates a range of methods for collecting data such as interviews and document analysis (De Vos, 2002). The approach explores the attitudes, behaviour and experiences through methods such as interviews, observation and document analysis. It attempts to get in-depth opinions from the participants.

According to Shank (2006), it is a basic tenet of qualitative inquiry to seek deep understanding of the phenomenon and not building theories and generalising knowledge. This study therefore, was concerned with “understanding individuals’ perspectives of the world” and sought for insights into the challenges facing principals in managing the implementation of the revised curriculum in the Ohangwena Region rather than statistical analysis (Bell, 1999).

Research paradigm refers to a worldview or framework through which knowledge is filtered (Creswell, 2013). It is a foundational perspective carrying a set of assumptions that guide the research process. The interpretive paradigm was most appropriate for this study. Among other things the interpretive paradigm is befitting for this research as it serves to develop a greater understanding of how people make sense of contexts in which they live and work (Bertram & Christiansen, 2014). In addition, by taking into account the major assumptions and the criteria for quality interpretative research, it would also be befitting to employ interpretative paradigm because the researcher would be better informed through interpretations of events and situations from the participants. (Guba & Lincoln, 1994).

There are various research designs such as case study, descriptive, historical, exploratory and experimental design. However, this study adopted a case study research design. Kumar (2011) suggests that, a case study is characterised by a flexible and open-ended technique to data collection and analysis.

In this study, the choice of case study was necessitated by the nature of research questions, the form of data that was required, the form of data collection strategies that were used and the need for in-depth discussion and understanding of how principals were managing the implementation of the revised curriculum in their schools. Therefore, the researcher made use of a case study of Ohangwena region because it gave an opportunity to explore and shed more light on the implementation of the revised curriculum.

3.2 Population

McLeod (2018) defines the population as any group of individuals which has one or more characteristics in common that are of interest to the researcher. The population comprised of all 266 principals and 9 inspectors in the Ohangwena region.

3.3 Sample and sampling procedures

According to Best and Kahn (2006), a sample is a small proportion of the population that is selected from the larger population. Punch (2009) suggests that researchers select samples and collect data only from the specific sample because they (researchers) cannot study the whole population.

Punch (2009) furthermore contends that no study can include everything because you cannot study everyone, everywhere doing everything. As it was not possible to include everyone in the population to participate in this study, the researcher used criterion purposeful sampling to ensure that the sample comprised of information rich participants.

The inclusion criteria used to select the best performing secondary school in the region were based on the performance of schools in the national examination based on the regional ranking. The researcher chose the four best schools ranking one to four that maintained their regional positions for three years that is from 2019-2021. School principals were chosen on the merit of them running the best four schools in the region. The circuit offices were those the best performing schools are located. The researcher used principals as they are information rich in their experiences of managing the implementation of the revised curriculum despite the challenges they faced.

Regarding the sampling procedures, the study employed purposive sampling. Creswell (2013) states that in purposive sampling, participants are chosen on purpose, because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating. McMillan and Schumacher (2016) support this by indicating that in purposive sampling, small groups or individuals are likely to be knowledgeable and informative about the phenomenon of interest that has been chosen. The sample therefore, comprised of four secondary school principals running better performing schools and four inspectors supervising the principals of the selected schools. The principals running best performing schools were criterion purposively sampled based on the regional office's ranking list of the best performing schools in the national examination in the region. Participating principals were randomly named PA, PB, PC, PD and inspectors IE, IF, IG and IH in no respective order for the purpose of anonymity.

3.4 Research instruments

Research instruments refer to any relevant tools which can be used in a study to gather appropriate information (McMillan & Schumacher, 2016). There are various qualitative research instruments such as observation, focus group discussion, and questionnaires. The researcher used interview guides (Appendix E and F) and document analysis (Appendix G) as data collection instruments for this study. As documented by Patton (2002), by using a combination of interviews and document analysis, the researcher was able to use different data sources to validate and cross check the findings, because each source of data has its strengths and weaknesses. This implies that document analysis and interviews combined, facilitated triangulation or cross-validation of data (Patton, 2002). The researcher

compared information gathered by means of interviews from the respondents to that extracted from document analysis.

Document analysis was used to understand the documents regarding the curriculum implementation that are available at schools and circuits such as the Handbook for Instructional leaders in Namibian schools, Classroom Observation Instrument (COI) and Curriculum for Basic Education. The researcher used this data to identify what other scholars said about her research problem and to see whether there is any gap between the theoretical and empirical evidence. It involves transferring significant data or quotations from documents to a field note and later to analysis and interpretation of data. Usually, these documents are readily available and provide access to the information that is difficult to obtain using interviews and observations.

Also, interview schedules were used to get information from the principals of selected schools and inspectors. An interview is a conversation with a purpose and it is one of the means of gathering rich and relevant data (Briggs & Coleman, 2007). The interviews aim to find out what is in somebody's mind and this often requires respect. In this study, participants were provided with a framework within which they express their views in their terms. This was enhanced through open discussions to allow the respondents to say what they feel open without being confined to a certain subject.

3.4.1 Semi-structured Interview

According to De Vos (2002, p. 302), an interview is a systematic method by which a person enters deeply into the life of even a stranger and can bring out the needed information and data for the research purpose. An interview is a product of what interviewee and interviewer talk about and how they talk with each other (Creswell 2013). Through interviews, a researcher can obtain a detailed picture of a

participant's accounts of a particular topic (De Vos, 2002). Most of the data were collected through interviews because the researcher was interested in capturing people's knowledge, experience and understanding of the phenomenon under study.

Semi-structured individual interviews were used to collect data from the participants. A semi-structured interview is a qualitative method of inquiry that combines a predetermined set of open-ended questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses (Creswell, 2013). This instrument was used because it provided relevant answers and guided the researcher not to lose the main focus of the study. In addition, semi-structured interviews offered the researcher an opportunity to ask probing questions on issues that emerged from the interviewees' responses. The participants were also able to give a broader picture of the phenomenon.

De Vos, Strydom, Fouche and Deport (2005) assert that the advantage of an in-depth interview is that reality can be reconstructed from the world of the interviewee, which enables the researcher to obtain information emerging from the interview. Thus, the rich data collected from the school principals and inspectors of education through this method are important in understanding the challenges faced by the school principals.

The other advantage of this research tool is that it caters for individuals who cannot express their feelings well in-group settings (Patton, 2002). De Vos et al. (2005) further state that individual face-to-face interviews help interviewers to understand the closed worlds of individuals. They also help the interviewers to understand the innermost feelings, attitudes, behaviours and experiences of interviewees, as they are

free to speak (Thomas, 2012). Besides that, the method was flexible and the researcher was able to follow up on areas of interest.

Although interviews are advantageous, it should be emphasised that they are also associated with many limitations too. Interviews consume a lot of time and information may be distorted due to personal bias (Patton, 2002). To counteract the element of bias from the participants, the researcher spent more time in the field and established rapport with participants so that they could say what they meant and not what they thought the researcher wanted to hear (Mapani, 2011).

Basically, the semi-structured interviews were chosen as the most appropriate data collection technique from participants, because as described by Leedy and Ormrod (2005, p.146), interviews provide the opportunity for the following:

- To gather data through direct verbal interactions between individuals;
- To gain in-depth understanding of participants and following up where necessary ,for purposes of clarity;
- To foster mutual respect and sharing information with the participants;
- To establish rapport with participants and therefore gaining cooperation;
- and
- To conduct the interviews in natural and relaxed settings.

3.4.2 Document analysis

According to Patton (2002) document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a researched topic. Patton (2002, p.156) further states that document analysis provides a behind the scenes look at the phenomenon about which the interviewer might not ask appropriate questions without the leads provided through documents. In order

to obtain information that could not be observed, the researcher analysed numerous documents such as Handbook for Instructional leaders in Namibian schools, Classroom Observation Instrument (COI) and National Curriculum for Basic Education (2018) as guidelines in curriculum implementation. Document analysis was used in this study in order to obtain necessary background information of the situation and allowed the researcher to gain information that might not be available through the use of other research methods (Devos, 2002). Document analysis combined together with interviews facilitate triangulation or cross-validation of data (Patton, 2002). By using these methods, it ensured that different types of sources provided insights in to the phenomenon that was being investigated. Therefore, the researcher compared what the respondents and document analysis revealed and document analysis complemented what was verbally captured during interviews.

3.5 Data collection procedures

Data collection is the process of gathering and measuring information on variables of interests, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Cresswell, 2017). The researcher obtained an ethical clearance certificate from the University of Namibia (Appendix A) to attach to the letter to the Executive Director of the Ministry of Education, Arts and Culture requesting permission to collect data in schools in Ohangwena Region. Permission (Appendix D) to carry out the research at the schools was granted by the Executive Director of Education. The letter of permission from the Executive Director was presented to school principals before conducting interviews and document analysis. Before going into the schools, the interview schedules were prepared.

The researcher made appointments with principals and inspectors on different days. Upon arriving at the schools and circuit offices, principals and inspectors were briefed about the nature of the study and the associated benefits, and they were assured of confidentiality and anonymity of their responses that would be collected during the process of conducting interviews. At each school and circuit inspector's office, the researcher introduced herself to the principal and inspector, explained the purpose of the visit and the nature of the study. Semi-structured interviews were conducted with each school principal and circuit inspector. During the interviews with individual respondents, the researcher first requested permission to audio record the interview so that every detail of the discussion could be captured.

During interviews, each principal was asked questions that allowed them to reflect on their personal experiences about the challenges faced in carrying out his or her roles of managing curriculum implementation. During the interview, the researcher asked questions and listened attentively and repeated important information to confirm what was said by the respondents. The researcher also asked probing questions to get clarifications. This ensured that the researcher obtained more data that she was looking for and that she clearly understood what the respondents were saying. Though the interviews were captured by the audio recorder, the researcher wrote down the main points of the discussions.

Document analysis was done throughout the study. The analysis of documents was used to serve as a frame, which informed the interview guide. The content of the circuit documents such as Classroom Observation Instrument (COI), Handbook for Instructional Leaders in Namibian Schools and The National Curriculum for Basic Education as tools used in the management of curriculum implementation were

analysed to access the needed information. This process also helped to determine the relationship between what the documents say and what has been obtained from the interviews. Data will be stored in the computer with the password known by the researcher only. Data will be stored for the period of 3 years until there is no possibility for the findings to be questioned. Thereafter, all the collected data will be destroyed after the current study is completed.

3.6 Data analysis

Data analysis involves the process of making sense out of data collected by consolidating, reducing and interpreting what participants said (De Vos, 2002). There are various qualitative research analysis such as narrative analysis, discourse analysis, framework analysis, and grounded theory analysis. The researcher utilised content analysis, a method through which a qualitative researcher analyses data by putting information into categories to examine the relationship among concepts (Patton, 2002). Erlendsdotti (2010) states that after finishing the data collection, it is best to use open coding. Open coding is when the researcher goes over the data carefully and looks for themes and ideas. Therefore, for the purpose of analysis and in line with Leedy and Ormrod (2005) and De Vos (2002), the following process was followed:

As soon as one interview had been transcribed, the researcher would read it over carefully a few times in order not to miss any information in the data.

Before starting with the coding process, the researcher had assigned a different colour to each category. For instance, the category “lack of literacy and understanding” was assigned a purple colour and the category “Decision-making” an orange colour, and so on. As the researcher read the interviews, certain words,

phrases and patterns emerged and the researcher assigned each one of these themes to a colour of the corresponding category. Data were then organised into smaller units, in the form of main concepts, sentences and words.

The researcher went over every line of each theme, and every sentence that was related to each theme was coded with the same colour. Data from interviews and documents were presented under corresponding themes and linked to research appropriate questions. This way, the data made sense and gained meaning. Data were then summarised and integrated into the text for reporting.

This process was done after every interview session and involved verbatim transcriptions of audio recorded data. This included transcribing exactly what was said, noting the tone of the voice, the emphasis used, pauses and silences and unclear responses (Cohen et al., 2007). Direct quotes were used extensively to capture what the participants themselves articulated. The whole process of interviewing was done with due consideration of ethical aspects in qualitative research, which are discussed next.

3.7 Ethical considerations

Ethical issues refer to conducting research that benefits participants in a positive way. Punch (2009) explains an ethical act as doing no harm to research participants. It is also concerned with respecting the dignity of research participants and ensuring a certain level of voluntary participation, anonymity and confidentiality.

3.7.1 Informed consent and voluntary participation

Leedy and Ormrod (2005) state that participants must agree voluntarily to participate without physical or psychological coercion, and their agreement must be based on full and open information. Maximum cooperation and goodwill of the participants

were obtained as advised by Cohen et al. (2002). All participants were informed regarding the purpose of the study. The informed consent agreement form (Appendix J) was explained to participants at the beginning of each interview. The consent form clearly stated that participation was voluntary. No participant was forced and informed consent for all participants was sought, which ensured that participation was free and voluntary. Participants were also granted freedom to withdraw from the study without any pressure or penalties.

3.7.2 Confidentiality and anonymity

All participants were assured that information obtained would be kept confidential and that their identities would be protected. Names and contact details of participants were not recorded and to ensure anonymity, all participants in this study were referred to as members of the school board. The confidentiality and anonymity were ensured through a coding system where the real names of school principals and inspectors were replaced with pseudonyms. Pseudonyms PA to PD were used to represent principals and inspectors were referred to IE to IH. Participants were also assured that their responses were for research purposes only and would not be used for other purposes than this.

3.7.3 Trustworthiness and credibility

According to Roller and Lavraka (2015) access to the documents and records were negotiated with the principal in advance. The researcher was granted approval and authorisation by the school principals to annotate and directly quote from the documents collected from the school files. Falsification of data was avoided by reporting the exact findings that emerged from the study. Once analysed, the data will be kept for 5 years in a safe place that only the researcher has access to, then they will be discarded after the completion of the

study. The study reports were not shared with individuals who did not participate in the study.

3.7.4 Validity and reliability

Reliability in qualitative research refers to the stability of responses to multiple coders of data sets. It can be enhanced by detailed field notes by using recording devices and by transcribing the digital files. Lincoln and Guba (1985) used trustworthiness of a study as the naturalist's equivalent to internal validation, external validation, reliability and objectivity. To ensure validity and reliability, the researcher employed multiple data collection strategies namely interviews and document analysis (Roller & Lavraka, 2015). Multiple sources of data increased the reliability of the findings. The data were triangulated by comparing the information obtained through examining documents and the answers provided by research participants in order to increase validity and reliability. The researcher did this in order to strengthen the data by comparing data from one technique to data from another and to provide rich and valid data. This implied that the researcher used triangulation to examine this phenomenon from different data sources in order to validate the data. This strategy reduced the risks of validity threats such as bias from the research.

3.8 Summary

This chapter outlined the research methodology. The research design, population, research instruments, sample and sampling procedures, data collection strategies, data presentation and analysis procedures and ethical considerations were explained and rationalised in this chapter. This study adopted a qualitative approach and followed a case study research design.

A case study research design was deemed appropriate because of the nature of the research questions, the kind of data that were required, the forms of data collection strategies required and the need for in-depth discussion, and the understanding of the phenomenon being studied. For example, the use of interviews provided opportunity for interaction and listening to direct responses from the interviewees.

The population consisted of all school principals and inspectors of education in the Ohangwena Region. Purposeful sampling strategies were employed to draw the sample: purposeful criterion sampling. According to Patton (1990), in purposive sampling, subjects are selected because of some characteristic of interest to the researcher.

Document analysis and interviews were used as data collection instruments for this study. To look for patterns, themes and relationships in the data, the researcher used the content analysis approach to data analysis. The next chapter presents the data and discusses insights from the key findings of the study.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented and discussed the results of the research findings obtained from fieldwork. The researcher conducted this study using two data collection instruments, which are interview with four school principals from selected school and four inspectors, and document analysis. The participants of the study were referred to as PA to PB for principals, while for inspectors it was IE to IH. The main aim of this study was to explore the challenges faced by school principals in managing the implementation of the revised curriculum in Ohangwena region of Namibia, intending to contribute to better insights to the improvement on the management of curriculum implementation in schools.

Data was analysed based on the research questions and derived themes and explained in themes and sub-themes. The data interpreted was gathered from principals and inspectors as shown in table 4.2. The data presented in themes were in accordance to the following research questions of the study:

- What are the roles of school principals in managing the implementation of the revised curriculum?
- What are the challenges faced by principals when managing the implementation of the revised curriculum?
- How the challenges faced by principals when managing the implementation of the revised curriculum mitigated?

This phenomenon was investigated at selected four secondary schools and four principals under the pseudonyms of PA, PB, PC and PD were conducted. The participants were running better performing secondary schools in the region as per the regional ranking. Additionally, four inspectors under the pseudonyms of IE, IF IG,

and IH in the Ohangwena region participated in the study who were supervising the school principals from the selected schools. Altogether eight participants were involved in this research.

4.2 Profile of the participants

This phenomenon was investigated at four secondary schools and four principals under the pseudonyms of PA, PB, PC and PD were conducted. The participants were principals of schools that had been performing exceptionally well academically for the past five years as per regional examination results analysis ranking in the Ohangwena region. Additionally, four inspectors under the pseudonyms of IE, IF IG, and IH in the Ohangwena region participated in the study who were supervising the selected school principals. Altogether eight participants were involved in this research.

Table 1: Profile of the participants

Participant	Abbreviation	Gender		Year at school	Qualification	Total
		Male	Female			
Principals	PA	√		9	M.Ed	4
	PB		√	12	B.Ed (Hons)	
	PC	√		7	B.Ed	
	PD	√		10	M.Ed	
Inspectors	IE	√		14	BETD	4
	IH		√	2	B.Ed (Hons)	
	IF	√		8	B.Ed	
	IG	√		7	M.Ed	
TOTAL		6	2			8

This study did not intend to compare the four schools but to collect the views on the challenges faced by school principals in managing the implementation of the revised curriculum. Therefore, it emanated from the findings of the study that, challenges faced by school principals in managing curriculum implementation could be addressed through improvisation of teaching and learning materials, professional development and support for teachers and provision of human resources.

4.3 Generated Themes and Sub-themes

Table 2. Generated themes and Sub-themes

Research questions/Themes	Sub-themes
4.3.1 The roles of school principals in managing curriculum implementation	4.3.1.1 Monitoring and evaluation of teaching and learning. 4.3.1.2 Motivating teachers and learners 4.3.1.3 In-service training and continuous professional development 4.3.1.4 Manage and provide teaching and learning resources 4.3.1.5 Team building
4.3.2 The challenges facing school principals in carrying out their roles	4.3.2.1 In adequate teaching and learning resources 4.3.2.2 Lack of qualified teaching personnel 4.3.2.3 Overstaffing and understaffing

	4.3.2.4 Phasing in of higher grades
4.3.3 How the challenges facing school principals in managing curriculum implementation were mitigated	4.3.3.1 Improvisation of teaching and learning resources 4.3.3.2 Training and motivation 4.3.3.3 Effective implementation of the staffing norms

In the following paragraphs the responses of principals to the various questions are reported and analysed:

4.3.1 Theme 1: The roles of school principals in managing curriculum implementation

From the interviews with principals and inspectors, it emerged that principals as curriculum managers had a crucial role to play to make sure that the curriculum is effectively implemented in their respective schools. The most important management task of the principal was to ensure that the prescribed curriculum was effectively implemented, time was efficiently utilised, teachers taught and that learners learnt.

The following were mentioned to be the roles of the school principals by the principals and inspectors in the study:

4.3.1.1 Sub-theme 1 Monitoring, supervision and evaluation of teaching and learning

All principals responded that they monitored and evaluated the implementation of the revised curriculum. In order to understand exactly how school principals performed this role, the responses from the interviewed participants are as follows.

PC indicated that:

I oriented the teachers on what they were expected to know with the revised curriculum. I monitored teaching and learning activities to see if they were in-line with the objectives and competencies of the revised curriculum. I monitored and evaluated the teacher's work by making sure that teachers gave assessments such as class activities, exercises and homework, and that they were able to mark them and provide timely feedback to the learners.

PC stated that: *Through monitoring, I got to know what the teachers needed to better their performance.*

Sharing his experience, PA expressed that:

I continuously monitored teachers' work to ensure that plans were followed and also that teachers did not abscond classes and lessons. I had regular meetings with the heads of department to know what was going on, and depending on their feedback, I decided on the action to take and the professional support which has to be given to teachers. I also ensured that teachers planned lessons daily as required for quality lesson delivery and continuously assessed the learners as per the subject competencies. .

PB indicated that:

I took the leading role in everything that was happening in the school. I gave a yearly programme of the school such as the calendar of teachers' activities, school development plan, targets and the Plan of Action for Academic Improvement (PAAI) that stipulated what was expected of them and when. I coordinated a clear calendar of activity programme, which contains assessment time, and the time of class visits, and the Heads of Department assisted to find out if learners were assessed.

PD pointed out that:

I had a continuous monitoring system in place in order to monitor teaching and learning activities in order to ensure that teachers plan and prepare for their lessons daily as required. Besides that, the quality of learners' activities was monitored together with the Continuous Assessment Marks in order to validate the authenticity of the marks recorded by the teachers.

IH explained the roles of the principals in managing curriculum implementation. He indicated that:

My role is to effectively guide teachers for them to manage teaching and to make sure that the work is done by leading the way. I evaluated the work of individual teachers to help them improve in their teaching. The region advised us principals to properly monitor teachers and learners and to supervise the work done in class by making sure that assessment was done properly.

IF expressed her experience on the role of school principals in monitoring and supervising the curriculum implementation. She stated that:

We manage and monitor the teaching and learning in the institutions, we are running. I have the sound knowledge and experience of the subjects taught and I have acquired training to help teachers. Principals have experience on how to work with people, as we have an open door policy and we are approachable.

IE indicated that:

Principals are expected to make sure that teachers are provided with the necessary documents such as syllabi and schemes of work, and make sure that teachers are trained to be able to effectively implement the curriculum. We are advised by the

region to continuously monitor the academic activities and consult performing schools to share best monitoring practices.

IG expressed her opinion by indicating that:

Principals are curriculum managers to oversee if the curriculum is fully implemented by teachers at their respective schools. Principals are mainly focused on planning and monitoring to ensure that the plans are followed. Planning of what, when and how the curriculum is implemented takes priority.

From the responses, it was clear that principals viewed their roles as curriculum managers who carry the responsibility to improve academic performance in serious light. All principals theoretically seem to know their role and responsibility in managing the curriculum in their schools. These findings concur with those of McNeil (2000) who affirms that effective curriculum implementation becomes possible especially in a school where the principal is present at planning stage and remains visible throughout the implementation and evaluation. Principal has a responsibility for the effective management of curriculum to ensure excellent performance in a school. According to October (2009), principals are vital to the success of the curriculum paradigm shift. The principals in any school should be visionaries and, be able to translate the vision into practical action by setting example (October (2009)). Similarly, Dimba (2011) argues that the curriculum managers' role is to question, modify and adapt the prescribed curriculum within the set of values espoused by the school in order to meet the needs of learners.

4.3.1.2 Sub-theme 2 Motivating teachers and learners

Motivation among teachers and learners was mentioned as one of the roles of the school principals in managing curriculum implementation. The importance of teachers' and learners' motivation were stressed by all eight respondents.

For example, PC said,

I motivated teachers to be time on task. My role is to provide assistance in terms of teaching and learning materials such as photocopiers, motivated learners to take their education seriously and ensured that the teaching and learning environment was conducive.

PB felt that:

My role was to motivate teachers and learners and provided understanding to teachers that their basic role was teaching. If teachers were not motivated to plan their work in advance, they would not have taught learners as planned and in-line with the curriculum competencies. I motivated teachers to assess learners in order to evaluate the understanding of the learners. I motivated learners to understand that the school environment was providing opportunities for learning, but their academic performance defined the purpose of their schooling.

Motivation was also stressed by PA when he stated that:

I motivate teachers by instilling a culture of punctuality in both teachers and learners for both coming to school and attending to lessons and ensuring that teachers and learners attended school for the entire lessons daily.

PD indicated that:

I motivated teachers and learners as a way to frequently boost their morale and thereby making them perform exceptionally. The school held a prize giving and awards giving ceremony to recognise and award prizes to both teachers and learners whose performance is academically outstanding. Motivational speakers were also invited to the school to conduct motivational talks for both teachers and learners to motivate them.

According to IG;

Keeping staff motivated and focused on teaching and learning is not easy. Overcrowded classrooms, undisciplined learners and the negative attitude of some parents are some of the concerns that contribute to low motivation of educators. I try to encourage them to stay positive regardless of the hard conditions. I also stay in contact with them to know their needs because they question every little thing.

IE had this to say,

“It’s the most difficult thing to experience as the principal.” Teachers are increasingly becoming demoralised by the demands of the job and the fact that learners are not listening to them. I make sure that educators have the tools they need to teach, even though sometimes they cannot have it all. I encourage them to improve on their work and those that do a good job are recognised for the work well done.

IH argues that;

It is very difficult to keep them motivated. Educators have all sorts of complaints that one can hardly understand. There are some who are committed to their job, but not all enjoy what they do. I give motivational speeches occasionally, and reminds them of their job description.

IF argues that;

Motivating and keeping educators focused is becoming more challenging because educators feel that society has lost confidence and trust in them. Educators are blamed for poor performance and lack of discipline in learners. I do not expect educators to do what he cannot do. I do recognise their input in everything and my office is open for any support they need.

From the responses given, it is clear that the participants find it crucial to keep educators motivated and focused on teaching and learning. School principals require leadership skills of inspiring, motivating and supporting teachers to achieve the desired curriculum vision. The giving of rewards and acknowledgement as stated by respondents to educators who put more effort in their work is one of the motivating factors; it encourages others to improve on their performance. However, principals must be fair in distributing their praise and all educators should receive praise at some point to encourage them. Some participants have an open-door policy; this is yet another good practice and all principals should emulate it. It sends a message that the principal is approachable; she/he can discuss issues with his/her staff, hence breaking communication barriers. Yukl (2002) argues that usually educators will show some self-motivation if they know what is expected of them, think the effort is worthwhile, and feel they will benefit from it. This kind of feeling comes from the principals' willingness to engage in meaningful conversations with educators.

4.3.1.3 Sub-theme 3 In-service Training and Continuous professional support

According to the principals and inspectors interviewed, the principal's role in managing curriculum implementation was to give professional support to teachers.

The PC indicated that:

I give necessary support to teachers through heads of departments to ensure that teachers are teaching the correct subject content. I invited senior education officers to render advisory services to teachers, observed lessons to see where the teachers needed help as well as availed finances to make sure that photocopiers and information communication equipment such as projectors were available in the school so that teachers have enough copies, and have consistent internet connection. I inspired teachers who in turn influenced learners for effective curriculum implementation.

PB stated that:

I encouraged teachers to take a commitment plan and assessed learners' work. I educated teachers to be innovative, resourceful and find ways to make their teaching easier. I make sure that they have basic documents like syllabi and schemes of work and provided constant connection of internet anytime if need be. I sought for professional development to help the teachers that are struggling with subject contents.

PA stated that:

I offered professional help by the timely provision of the latest curriculum materials such as schemes of work and syllabi. I provided monetary support from the Universal Secondary Education Grant (USEG) for the teachers to purchase and procure teaching and learning materials required.

PD stated that:

I solicited for support from Advisory Services at the regional office and teachers who were finding it difficult to implement the revised curriculum were supported by the officials especially with syllabi interpretation and subject content.

IH said:

I initiated workshops as revised curriculum enrichment programmes for teachers.

A similar sentiment was shared by IF and IE, who explained that:

Principals are send for curriculum training to NIED through the region for them to be taken through the revised curriculum implementation process.

Similarly, inspector G expressed that:

Principals invited the professional development officials to see how teachers were teaching and then help them accordingly.

Effective curriculum management depends on support from the department and ministry officials. Principals are likely to be effective in curriculum matters if the circuit office and the education regional offices are supportive. From the responses given by the participants, it is clear that the directorate makes an effort to organise trainings and workshops to equip the respondents with the knowledge base of the curriculum. From the responses given by the participants, it seems that they mostly rely on workshops and trainings offered by the Directorate of Education, which are formal in nature. Professional development should be standards-based, results-driven, and job-embedded. It should extend beyond traditional workshops. It is good that principals are encouraging educators to participate in these programmes. Creating a school culture conducive for educators to learn is important because the knowledge enquired is of great help for both the educator and the learner. However, professional development programmes that are imposed by the department have little regard for the individual needs and goals of the schools; they also lack consistent follow-up and coaching. It is therefore advisable that school principals embark on site-based personal and professional development to help their staff. Workplace learning is possible if the

principal is proactive and their work should begin with spending time with teachers, in and out of classrooms. This provides an opportunity for principals to engage in dialogue with educators about teaching and learning (West-Bumham, 1992).

4.3.1.4 Sub-theme 4 Team building

From the interviews with PA, PB, PC, PD, IE, IF, IG and IH it emerged that principals fostered teamwork among their teaching staff for the successful implementation of the revised curriculum.

PC indicated that:

I allocate novice teachers to senior teachers to collaborate and assist each other whenever it is needed. I place teachers in offices according to departments to make it easier for teachers in the same department to come together and share ideas.

PA echoed similar sentiments that:

I encouraged teachers to work collaboratively together as a team, in a way that experienced teachers assist the novice teachers to gain experience.

PB shared the same views like that of PA and PC that:

I make sure that teachers are open to one another and make them understand that teaching is a learning process. I encourage teachers to co-plan, observe other colleagues teaching and set learners' assessment work together. I have an open-door policy and motivate teachers to visit my office if there is something they need. I take teachers to different better performing schools where they get exposed to best teaching methods from performing schools in the region.

PD indicated that:

I establish co-operative learning communities within the school by encouraging teachers who teach the same subjects to co-plan, co-teach and conduct model lessons while observing others. I also encourage teachers to establish links with better performing teachers from other schools in the region or outside the region to learn best practices from others.

IF stated that;

I do my best to encourage them to do their work with diligence all the time regardless of the demands attached to the curriculum.

IE had to say this;

I work with them to make sure we agree on certain issues especially delivery in the classroom. I try to be a good leader, who they can follow, but of-course I cannot please everybody, some will be with me and others will not.

IH asserted that;

I believe in working as a team. Heads of Departments (HoD) helps me to understand what is happening and what we need to do to better the situation at hand.

IG said that;

I make sure that I know what is going on in the school all the time especially with my staff. I put effort in learning new ways of dealing with my staff but most importantly I lead by example to them. This does not mean that all of them embrace curriculum demands but it creates an environment conducive for them to try their best.

Generally, all respondents agree that working with educators as a team is one way to encourage them to accept the curriculum demands. Teamwork motivates educators to perform well and everyone is responsible for the school's overall success. This

sentiment is shared by the MoEC (2016), stating that because of curriculum changes, curriculum management in schools has to be a much more open, democratic and participatory, involving principals and teachers. In a school setting, teamwork means responsibility has to be divided according to expertise and time available. School principals have to assist their staff to develop and uphold a collaborative, professional school culture.

4.3.1.5 Sub-theme 6 Manage and provide teaching and learning resources

IH stated that;

Throughout the region, principals provide teachers with learning support materials. Principals are supported through the educational grant from the region to purchase teachers' and learners' support materials.

Sharing similar sentiments, IE explained that:

The school principal should make sure that teaching and learning resources such as prescribed textbooks and other relevant learning materials are available in schools.

IF pointed out that;

Principals are responsible for the management and provision of teaching and learning materials.

IG indicated that; *Principals visit classes and observe the teaching to establish the needs of teachers, and they provide textbooks. Through the circuits, the region source funds to support schools.*

PC pointed out that;

The school principals procure teaching and learning resources such as textbooks and other learners support materials using Secondary Education Grant (SEG) for use by the teachers.

PA expressed that;

The regional office provide the school with textbooks in some subjects which are also not adequate for use by all the learners in the school.

PD indicated that;

I received teaching and learning materials from the regional office, which i distribute to teachers and teachers are encouraged to use them as reference materials when they are planning and preparing for their lessons.

PB remarked that;

I always try by all means to source for all required teaching and learning materials and disseminate them to teachers afterward.

From the responses by the respondents, it surfaced that, principals were responsible for the management and provision of teaching and learning resources in their schools. Principals have the responsibility to identify the needed resources, secure and allocate them in an economical way as much as possible to teaching staff members. Required teaching and learning resources should be clearly specified on order to implement the curriculum successfully. Principals should ensure that there are sufficient teaching materials, supplies and other resources and also ensure that they are passed on to the right people. Teachers should familiarize themselves with the new resources so that they develop learning programmes and effectively manage the school resources. This

will assist in creating an environment conducive for effective teaching and learning (Bernardt et al, 1998).

From the document review of the inspectors' monitoring tool at all circuits, it became clear that school principals were responsible for the overall school management in relation to curriculum implementation such as time-tabling, and compiling school internal policies such as the School Development Plan (SDP) and Plan of Action for Academic Improvement (PAAI). In addition, principals were also responsible for the management of the school staff such as monitoring staff absenteeism, induction programmes for novice teachers and ensuring that the continuous professional development programme for staff members was in place. Moreover, principals also saw to it that the management and administration of teaching and learning processes were done by making sure that learners were assessed, and that the assessment was done in compliance with the National Standard and Performance Indicators (NSI) and that the continuous-monitoring plan was in place. Finally, the principals were responsible for conducting class visits, managing school finances and infrastructure, and the provision of teaching and learning resources.

4.3.2 Theme 2 The challenges facing principals in carrying out their roles

The interviewed respondents laid out a number of challenges they encountered in managing the curriculum. However, they knew that schools had to depend on creative individuals if they were to thrive. These challenges were easily stated, but it was not easy as to how they were eradicated. Although there were challenges, one may say that learners needed good education and this was provided by most of the schools.

The following sub-categories emerged as the challenges that faced school principals.

4.3.2.1 Sub-theme 1 Inadequate teaching and learning resources

It emerged from the interviews with principals and inspectors that school principals were faced with lack of teaching and learning resources in carrying out their duties in managing the implementation of the revised curriculum. PC stated that inadequate teaching and learning resources acted as barriers to his performance. PC said:

I was faced with lack of laboratories for science subjects, hence small un-resourced science classes were alternatively turned into science laboratories. However, the standard of these classrooms could not support the implementation of the revised curriculum. We were also faced by the lack of classrooms as some learners were taught in make shift classrooms and the libraries were not resourced, but despite that teaching and learning was not compromised.

PB shared similar sentiments and indicated that

My school did not have adequate prescribed textbooks to facilitate curriculum implementation especially in the department of languages. There was no Information Technology equipment in the school to enrich the teaching and learning.

PA expressed that

Insufficient teaching and learning hindered me in carrying out my roles in curriculum implementation. The lack of relevant textbooks in various subjects and stationery such as exercise books hindered the effective management of the revised curriculum. My school did not have a laboratory which is required to conduct practical and experiments for science subjects.

PD indicated that

The challenge in the school lay with both physical and human resources. Physical resources such as classrooms, laboratories and textbooks for learners were not enough, but the implementation of the revised curriculum was effectively done.

IH indicated that

The selected school was faced with a lack of prescribed textbooks and other relevant teaching materials across all the phases. Some subjects offered in grade 12 did not have any single textbook.

Whereas IE stated that

The school had no network coverage and subsequently it was difficult to implement and integrate IT in education as prescribed by the curriculum. Therefore, it was impossible for teachers to search for relevant subject resources on the internet while at work.

IF shared similar sentiments that

The selected school in the circuit lacked textbooks since the process to procure textbooks by the region had always been cumbersome and slow. The schools had no laboratory and laboratory equipment, hence some science practical subjects that needed laboratory facilities were not being effectively taught.

In sharing similar experiences, IG revealed that

The selected school did not receive additional permanent structures such as classrooms ever since the new grades were added. The school did not have a laboratory as well as a functional library and there were no science apparatus for use by the learners and as a result, learners were unable to carry out experiments in science subjects.

The lack of resources is a primary factor that hinders effective curriculum management and is widely experienced in selected schools in Ohangwena region. Yet, successful curriculum management requires resources such as physical, human and financial resources (Mabude 2002). These schools lack finances to buy materials such as learning and teaching aids and other physical resources in the form of furniture that enhance teaching and learning. There are some schools that hardly have any libraries, laboratories and sanitation. Some schools have no books or they receive books late from the regional office. These are some of the reasons that principals struggle in their effort to manage the curriculum. As a result, effective curriculum management is compromised because resources determine how much can be done at any given time.

4.3.2.2 Sub-theme 2 Lack of qualified teaching personnel and curriculum training

PB raised a concern that

My school had under-qualified teachers for implementing the revised curriculum. Teachers teaching Advanced Subsidiary level were inexperienced, as no one had experienced the best part of the curriculum yet. My teachers were not sure if the content they had been teaching would be assessed in the examination. Some teachers did not have relevant required qualification to implement the revised curriculum.

In the same vein, PA explained that

Teachers could not effectively deliver the content of the revised curriculum due to content knowledge inadequacy. Teaching was therefore not accorded the attention it deserved and this in turn led to poor performance.

The PC shared the same sentiments and pointed out that;

My school had all qualified teachers; however, some teachers still lacked the necessary skills to implement the revised curriculum. Despite this challenge, the school had tried to solicit for support from the regional office so that teachers were trained on the implementation of the revised curriculum. Teachers who were trained at regional level were also encouraged to disseminate information to others at school level.

PD shared similar sentiments and stressed that;

Not all teachers in the school were versed with the necessary skills and knowledge required to implement the revised curriculum. Therefore, due to poor subject content knowledge, teachers could not implement the revised curriculum. Even though this was a challenge, I made sure that the teachers were trained and that they gained knowledge on how to implement the revised curriculum.

IH pointed out that;

The selected school in the circuit had underqualified teaching personnel to implement the revised curriculum. This resulted in teachers struggling to deliver as they had not been well versed with the content knowledge required to implement the revised curriculum.

Sharing similar sentiments, IE revealed that;

The selected school in my circuit had teachers that were not trained to implement the revised curriculum. The school had teachers that were placed to teach at the levels or phases they are not qualified to teach.

IG shared similar experiences and indicated that;

The school had teachers that needed to be trained to acquire the skills and knowledge required to implement the revised curriculum so that the teachers could teach in line with subject competencies.

IF specifically stated that;

The school had qualified teachers but not all teachers were trained on the advanced revised curriculum, and consequently this hindered the implementation of the curriculum.

Knowledge and skills are essential for educational innovation and to enhance effective curriculum management. Cardno (2003) argues that most principals lack knowledge and skills to effectively manage the curriculum. This means that they are not in a better position to provide proactive leadership required for curriculum management. The same can be seen in principals managing curriculum in Namibians schools. Nsibande (2002) links this to the quality of training they received. Mabude (2002) noted that the training that was provided to principals does not enable them to sustain the transformation process in curriculum. The quality of training workshops is poor, facilitators are not clear about the curriculum and there is inadequate follow-up support for principals after training. This leads to lack of knowledge, which forms the foundation of effective performance in teaching and learning.

4.3.2.3 Sub-theme 3 Overstaffing and understaffing

All respondents indicated that the poor implementation of the staffing norms was a serious challenge in the management of the revised curriculum.

PA pointed out that;

My school had been overstaffed and this challenge could be attributed to the fact that the circular did not state the basis on which a particular teacher should be transferred

to a different school in case of overstaffing. Teachers had always been unwilling and refused to be transferred to understaffed schools where their services could be needed.

PC indicated that;

The appointment of staff members in my school was in full compliance with the staff establishment of the school but it was understaffed with one Head of Department for science. Monitoring had been a challenge for me as some departments like science were too large to be supervised by a single head of department.

PB shared similar sentiments and stated that;

Teachers were well placed according to their areas of specialisation but my school did not have enough Heads of Department, which made the monitoring of academic activities difficult since it placed a larger workload on the available Head of Departments. However, I motivated the Heads of Department to delegate as a way to avoid work overload.

PD stressed that;

Staffing norms in the school were a serious problem upon the introduction of the revised curriculum. The school had therefore been understaffed due to curriculum extension and this had negatively impacted the teaching loads of the available teaching staff members to such an extent that some teachers were forced to teach some subjects they were not specialised to teach. Nevertheless, teaching and learning was given the attention it needed.

IH stated that;

The selected school was overstaffed. This served as a challenge to the principal because it had been tough to move or transfer teachers to understaffed schools. The

teachers to be transferred were identified by the principal based on their internal self-set criteria such as the teachers' qualification, subject specialisation, and competence or work performance, such discrepancies compromised the quality of education in certain subject areas.

Sharing similar experiences, IF indicated that;

The selected school in the circuit was overstaffed. Teachers qualified to teach primary to senior primary grades could not be transferred to understaffed secondary school levels. Therefore, the principals had to talk to the affected teachers so that they could be transferred to different schools. This resulted in some teachers hating the principal for making them to be transferred to a different school where their services were needed.

Sharing similar sentiments, IE pointed out that;

The selected school in the circuit was overstaffed. Overstaffing involved so many logistical issues such as identifying the department in the school that is oversupplied with teachers. Besides that, it had never been an easy decision for the school principal to convince teachers that the school was overstaffed and that they had to move to understaffed schools. In case of understaffing, the principal was forced to increase the number of lessons and allocate some subjects to teachers although they were not specialised to teach them.

IG pointed out that;

The selected school in the circuit was neither overstaffed nor understaffed. The staff complement was in full compliance with the staffing norms for government schools in Namibia.

From the responses given, it is clear that the participants find it difficult to manage the implementation of the revised curriculum as some school didn't have enough teachers and heads of department while some schools were oversupplied with teachers, also most principals were not aware of the clarity of their roles in cases of overstaffing and understaffing; hence their performance of curriculum management roles and responsibilities is ineffective. These findings concur with those of MoEAC (2017) which affirms that overstaffing at some schools and appointment of staff at schools that are uneconomically small have been identified as areas where the Ministry can improve on in reducing the spending on remuneration. This is evident that the approved post provisioning norm (PMS Circular:25/2001) needs to be revisited to address the current developments and challenges. The above calls for the ministry of education, arts and culture to put measures in place that will be geared towards effectiveness and efficiency of the curriculum implementation.

4.3.2.4 Sub-theme 4 Phasing in of higher grades

From the interview with participants, another commonly expressed challenge was the phasing in of higher grades. It surfaced that the extension of combined schools (which had grade 1 - 9) to secondary school level (with grade 10 - 11) and the introduction of the Advanced Subsidiary due to the reformation of the curriculum had brought about difficulties to principals in carrying out their roles in managing the revised curriculum in schools.

In particular, PB complained that,

My school was not provided with teaching and learning resources, infrastructure and the training of teachers for implementing the curriculum was not properly done.

PC remarked that,

The difficult part was timetabling and fields of study allocation as my school has the biggest group of AS learners. It had not been easy to find qualified human resources to teach the reformed AS level since the subjects' contents required experienced and knowledgeable implementers.

PA indicated that,

The phasing in of higher grades due the curriculum extension had been associated with a lot of challenges. In my school, most teachers were not trained and qualified to implement the revised curriculum. The lack of teaching and learning resources and the physical facilities like classrooms and science laboratories hindered curriculum implementation.

PD shared similar sentiments and remarked that,

Due to curriculum extension, my school had found itself in such a situation that some available teachers could not be able to implement the revised curriculum due to lack of subject expertise because of inadequate training. Incompetent human resources consequently hindered the effective implementation of the revised curriculum.

IH indicated that;

The phasing in of higher grades had resulted in the lack of trained personnel in the circuit. The principal running the selected school in the circuit had been faced with lack of teaching facilities such as libraries, specialised laboratories, textbooks and other learning support materials. Due to the phasing in of higher grades at the school, learners had been forced to travel long distances to and from school every day due to the lack of accommodation facilities. As such, this contributed to higher absenteeism and poor academic performance.

Sharing similar experiences, IG pointed out that;

The selected school in the circuit was a non-boarding school. However, some learners admitted at the school were from far and it had been hard for the learners to find free accommodation in the school vicinity. Since the school was extended to the secondary phase, it had been associated with the lack infrastructure and relevant textbooks. Moreover, the school did not have network coverage thus IT could not be incorporated in teaching and learning.

IE indicated that,

The school in my circuit had inadequate furniture as learners were placed in the school without additional infrastructures. There was no procurement of textbooks from the region, the school did not have learners' accommodation, and learners commuted long distances daily, this contributed to higher absenteeism and failure. The school was also faced with lack of laboratories.

IF added that,

Some teachers could not teach the revised curriculum due to their qualifications. The school in my circuit did not have learning materials, laboratory equipment, libraries and infrastructures due to the phasing in of higher grades.

From the responses given, participants indicated that curriculum changes require changes in their work all the time which bring about challenges. This finding concurs with Cardno (2003) who stated that managing schools today means taking on a lot of responsibilities. The challenges that principals encounter in curriculum management are the rapid pace of change in the national system in the area of curriculum change and policy implementation. He maintains that principals carry enormously varied workloads and the nature of the job has become complex and constrained. This

includes high administrative workloads such as financial and property management and accountability to education authorities often takes precedence over attention to curriculum management.

4.3.3 Theme 3 How the challenges facing school principals in managing curriculum implementation were mitigated

Participants were asked to explain the strategies that had been used to mitigate the challenges they encountered. Their views on this question are discussed in the following sub-sections.

4.3.3.1 Sub-theme 1 Improvisation of teaching and learning resources

Principal B indicated that,

The Regional Directorate of Education, Arts and Culture did not avail funds to schools to procure the much-needed teaching and learning materials. I motivated teachers to improvise and come up with their teaching and learning resources. Teachers sourced information from the internet and compiled some notes for use during their teaching. We also constructed temporary structures in the school since physical facilities such as classrooms were not enough.

Sharing similar sentiments, PA pointed out that;

Improvising on teaching and learning materials aided in improving the implementation of the revised curriculum. In my school, classrooms had been turned into science laboratories. The school was assisted by parents, and sourced for donations from the community in order to buy laboratory equipment and rims of papers to duplicate learners' activities. .

Sharing his experience, principal C said that,

Improvising teaching and learning materials made it easier to monitor and supervise the implementation of the curriculum as teaching has been always effectively done. In my school, teaching has never been compromised when teachers found an alternative to curb lack of teaching and learning materials.

Principal D remarked that

I encouraged teachers to duplicate copies from the available resources to be used by learners since textbooks were not adequate at all. I also tried to procure textbooks to be used as reference materials by teachers using the Universal Secondary Education Grant (USEG). I encouraged teachers to use digital platforms such as the internet to gather the information required during lesson implementation.

IH indicated that;

The region failed to procure sufficient teaching materials such as textbooks. The procurement of sufficient textbooks was crucial in that textbooks supplement teachers' knowledge deficits. The teachers at the school were encouraged to be innovative by designing their own teaching aids and conducting fundraising activities to meet the government half way.

IF pointed out that;

Adequate teaching and learning materials smoothed the implementation of the curriculum in all subjects. Although the school had been struggling to effectively implement the curriculum due to the lack of resources, they had been motivated to be innovative so as to make sure that teaching and learning was not compromised.

Sharing his experience, IG said that;

Teaching and learning materials made learning easy, interesting, and enabled teachers to easily express concepts. Therefore, one may say that the effective implementation of the curriculum has been dependent on the availability of the resources in schools. Although the region has not been providing resources, I motivated the teachers from the selected school to innovate and turn classrooms into laboratories for proper implementation of the revised curriculum.

IE stated that;

Learning materials could significantly contribute to the effective implementation of the curriculum since they support learning and consequently increase learners' achievement. The region failed to plan properly in time that it did not anticipate the challenges that the schools may face. I encouraged the school to use the Secondary Education Grant (SEG) and budget accordingly to procure the teaching and learning materials needed by the school.

From the responses given, it is motivating to note that, despite inadequacy of teaching and learning resources, most teachers had been inventive and improvised by creating their own teaching and learning resources. This enabled teaching and learning to continue in the absence of learning support materials by the state that could be provided by the state. Improvisation of teaching and learning materials is typically viewed as an alternative to the ready-made instructional materials (Palfrey & Gasser, 2008). The MoEAC (2016) supports this and urged teachers to be creative and be able to develop their own curriculum compliant teaching materials to use during presentation of lessons in their classrooms. In some instances, teaching should be made funny and not only confined to the four walls of the classrooms. Realia and other objects can be brought to the classrooms in order to deepen learners understanding of

various concepts. Improvising on teaching and learning materials promotes deep learning through the active engagements with new ideas, concepts or problems, linking the tasks or activities to prior learning, applying the content to real life applications and evaluating the logic and evidence presented (Palfrey & Gasser, 2008).

4.3.3.2 Sub-theme 2 On-site training and motivation by principals

PB indicated that;

The officials from advisory services at the regional office were not always available to assist the teachers. However, alternatively I had shared information on the implementation of the revised curriculum that I have received by attending the regional meetings with teachers. This helped the teachers in carrying out their roles of effectively implementing the curriculum. Through this on-site training, teachers were motivated to be creative human resources. They had been sourcing for valuable resources and utilised the little resources available in the school sparingly in trying to implement the curriculum.

Moreover, motivation helped teachers to be prepared for the fact that the curriculum is not easy. Besides that, through motivation and training, the teachers that joined the profession were made aware of the condition in the school that there were no enough teaching and learning materials.

PA shared similar sentiments and pointed out that;

Curriculum onsite training was offered to all teachers. Therefore, through this platform, teachers shared the difficulties faced whilst implementing the revised curriculum and I sought relevant assistance from advisory services of the regional office.

PC indicated that;

Not all teachers received training on the implementation of the revised curriculum, hence I motivated teachers to be resourceful and to work together. I also paired teachers in such a way that trained teachers were paired with untrained teachers so that they could mentor and groom each other. In the absence of curriculum training, I sent teachers from my school to other better performing schools in the region for observations and to learn the best teaching practices. Due to lack of prescribed textbooks in the school, the school bought a few textbooks and added them to the library for research purposes. Science teachers had also converted their science classes into laboratories in order for them to easily carry out practical exercises or experiments.

PD pointed out that;

I embarked on Continuous Professional Development (CPD) for teachers by soliciting support from Advisory Services at the regional office. In this way, eventually, teachers were aided to be able to implement the revised curriculum.

IH indicated that;

Training was important because it enhanced principals' knowledge and understanding about their roles. Training enabled principals and teachers to cope with the new changes in the Namibian education system. Besides that, I organised a teachers' conference and invited guest speakers who motivated teachers to upgrade their qualifications. I also conducted workshops for teachers to ensure that they perform according to the expectations of the revised curriculum.

Emphasizing how training has helped, IF stated that;

Training helped to refresh the minds and memories of principals and teachers. Through trainings, the underqualified teachers were advised to upgrade their qualifications with higher learning institutions and in turn helped them to acquire relevant knowledge which is required to implement the revised curriculum. In addition, I provided on-site training to teachers with the assistance of Senior Education Officers from the regional office on how to effectively implement the curriculum.

In sharing his experience, IG indicated that;

The Regional Directorate of Education and Culture did not provide continuous curriculum training to educators. Therefore, the onsite circuit initiatives assisted teachers and principals to understand what was required from them in implementing the revised curriculum. Training built confidence among teachers because they acquired a deeper understanding of their work. My circuit has a programme in place which is aimed at bringing teachers together for them to share problems which have been identified in various subjects. The circuit alleviated this problem by inviting officials from advisory services who have the necessary skills and expertise to help out the teachers.

Sharing similar sentiments, IE stated that;

Training helped principals to improve on their weaknesses in carrying out their roles. The dissemination of information regarding the ways on how best one could manage the revised curriculum implementation enabled them to carry out their role efficiently. The circuit relied on officials from the professional development sub section from the regional office although they were not always available. Alternatively, the circuit

organised its own workshops to train teachers on the subject content. In addition, I advised teachers to share expertise, prepare in advance and find different sources of information. Finally, it was through trainings that I advised teachers and principals to rely on schools that had been offering the same level in order to learn from them.

Following the interview with the principals and inspectors of education, it came out clearly that some school principals and teachers received training on the implementation of the revised curriculum. This happened at national, regional and school level. In-service training at school level enabled teachers to carry out their roles effectively despite the challenges encountered. Teachers had also been motivated to embrace the implementation of the revised curriculum and its associated challenges and overcome difficulties that could be experienced in implementing the revised curriculum. In addition, the training offered to both principals and teachers at circuits level capacitated them to be able to effectively implement the reformed curriculum. In trying to implement the revised curriculum, the Ministry of Education, Arts and Culture also conducted training at national level through the directorate National Institute for Educational Development (NIED) for both teachers and principals. MoEAC (2016) posits that, in-service training is part of Continuous Professional Development (CPD) for educators and it sharpens them in order to become competent in the execution of their duties and responsibilities. Therefore, participants in this study considered training as one of the best ways in trying to implement the revised curriculum effectively.

4.3.3.3 Sub-theme 3 Effective implementation of staffing norms

PB and PC argued that;

Although the circular didn't specify clear guidelines and criteria on how to identify a teacher to be transferred to an understaffed school from an overstaffed school, we set

internal criteria in line with the circular to guide us when transferring a teacher. In addition, if the school was understaffed with a Head of Department, it was not easy to overcome this problem since the school could not be given a post but alternatively we motivated Heads of Departments to delegate some tasks to other teachers as a way to reduce their workload.

Sharing similar experiences like those of PB and PC, PA indicated that;

The implementation of the Public Service Management Circular no.25 of 2001 assisted to overcome the challenge of overstaffing in the school. The circular did not set clear criteria on how to identify the teachers to be transferred in case of overstaffing. However, I identified the department which was overstaffed and involved the school board to identify the staff member to be transferred to other schools.

PD indicated that;

In addition to the implementation of the Public Service Management Circular (no. 25 of 2001), I had also implemented Formal Education Circular (no. 6 of 2017) which gave guidelines to school managers on how to phase out overstaffing from schools and the plan of action to be put into place for smaller schools with less than 35 learners.

IH emphasised that;

I informed the principal of the selected school to recruit teachers wisely and according to their subject combinations. Besides that, when a teacher is promoted, I advised the principal not to advertise the post but to move teachers within the school in order to balance the number of teachers with the subjects.

IF and IG shared similar sentiments when they stated that;

Principals implemented the staffing norms right from the beginning by employing teachers based on the specialisation to easily shift teachers within phases in schools. Schools had thoroughly recruited since teachers with dual specialisation were recruited.

IE said that;

Principals considered the subject combination suiting the needs of the school and vacant posts were filled matching the needs of the school.

It emerged from the interviews with principals and inspectors that, the problem of over and understaffing had been addressed by implementing both the Public Management Service (PMS) Circular no. 25 of 2001 and Formal Education Circular no. 6 of 17. Guidelines on how to deal with over and understaffing are not clearly defined in these documents but they had provided educators with an insight on how to deal with this problem in their school. Overstaffing and understaffing have also been lessened in schools by recruiting teachers based on their subject specification. The MoEAC (2016) points out that, most schools are faced with the problem of under and overstaffing as a consequent result of the implementation of the revised curriculum. Therefore, is necessary to ensure that teachers are placed according to subjects they are qualified or trained to teach if this problem is to be mitigated. The MoEAC (2016) further reveals that, inspectors and principals should use existing ministerial instruments or legal framework in order to address the problem of under and overstaffing in schools.

4.4 Summary

The participants interviewed in this study pointed out their roles. Some of the roles mentioned were monitoring and supervising teaching and learning, motivation, training and teachers' professional support as well as team building. However, these

roles could not be performed without any challenges. The school principals and inspectors mentioned several challenges principals faced in executing their roles. Major challenges indicated include lack of teaching and learning resources, lack of qualified teaching personnel due to poor curriculum training, overstaffing or understaffing and the phasing in of higher grades.

In order to mitigate the challenges they faced in carrying out their roles, the participants stated the provision of training to all school principals. This was deemed necessary because training provided the necessary knowledge and skills to school principals on how to carry out their roles. In addition, improvisation of teaching and learning resources, motivation, effective implementation of the circular on staffing norms were suggested as strategies that enhanced the effectiveness of principals in managing the implementation of the revised curriculum.

The next chapter focuses on the summary, conclusions and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The previous chapter analysed and discussed the data that were collected from interviews and document analysis. This chapter consists of five sections. The first section is a summary of the research problem, the objectives of the study and the kind of information that was collected. This is followed by a discussion of the findings and the conclusions which are drawn of the study. Next, the practical suggestions for addressing issues that came up in the study and areas for future research are discussed. The chapter closes with a summary of everything that was discussed in this chapter.

5.2. Summary

This study set out to explore the challenges facing principals in managing the implementation of the revised curriculum in the Ohangwena region in Namibia. In that context, the data collection techniques, namely, interview guides and documents analysis were designed in such a way as to answer the following questions:

- What are the roles of school principals in managing the implementation of the revised curriculum?
- What are the challenges faced by principals when managing the implementation of the revised curriculum?
- How the challenges facing school principals in managing curriculum implementation were mitigated

This study was informed by the Mintzberg's education management roles theory to explain the decision making roles of principals in managing the curriculum

implementation. The literature review revealed that principals face many challenges in their quest to effectively manage the curriculum to achieve the desired goals. As curriculum leaders, they have an important role to play in setting the tone to provide direction, executing their roles as both curriculum leaders and managers, and building democratic schools. To keep up and cope effectively with the constant and rapid educational change, principals are also urged to be supportive, demonstrate supporting leadership and professionalism, and acquire new learning and thinking skills to manage the curriculum. Therefore, by developing a better understanding of the curriculum, the principal will be able to give effective direction and empower his/her staff by guiding and supporting them in curriculum practices.

The study adopted a qualitative research approach since it is based on words, feelings, emotions and other non-numerical and unquantifiable elements. The study sought to collect in-depth understandings of the phenomenon being examined. Moreover, a case study research design was adopted for this study. Interview guides or semi-structured interviews and document analysis were used as data collection instruments for this research. The population of the study comprised of 4 school principals and 4 inspectors of education who were purposefully selected from ten secondary schools in the Ohangwena region.

Numerous challenges were experienced in the process of conducting this study. Some participants were hesitant to partake in the study. However, most of them later conceded after the purpose of the study was thoroughly explained to them. There was a danger of participants telling the researcher what they felt and perceived the researcher as more knowledgeable. In this case, the researcher explained to the participants that they were important and knowledgeable and thus they were

encouraged to share their experiences and understandings regarding the management of the implementation of the revised curriculum.

5.2.1. Major findings of the study

This study set out to explore the challenges faced by school principals in managing the implementation of the revised curriculum. It was hoped that the study would give knowledge to principals, the Ministry of Education Arts and Culture and other stakeholders on the challenges faced by school principals in managing the implementation of the revised curriculum and help to contribute solutions to the identified challenges.

From the data, the principals pointed out their roles and they were quick to mention that they were the curriculum managers in the schools. They indicated that they had different roles to play in managing the implementation of the revised curriculum such as monitoring and supervision of teaching and learning, motivating teachers and learners, giving on-site training , providing professional support to teachers and maintaining team building.

The findings suggest that inspectors believed that principals' roles in managing curriculum implementation were to provide and manage teaching and learning resources, monitoring and supervision of teaching and learning, as well as offering in-service training and continuous professional development.

It emanated from the findings of the study that all participants expressed that principals faced a number of challenges in managing the implementation of the revised curriculum; however, it is evident that despite the challenges, the curriculum was effectively implemented and managed in schools. Challenges faced by school principals included but were not limited to lack of teaching and learning resources.

The data revealed that the regional office seemingly delayed the procurement of textbooks. Other challenges were the lack of qualified teaching personnel and curriculum training, poor implementation of the staffing norms and the phasing in of higher grades, which was viewed as a hindrance to effective management of the implementation of the revised curriculum.

The findings revealed that the interviewed school principals and inspectors mentioned different strategies that could be used to mitigate the challenges that principals faced. The key strategies mentioned by the participants were improvisation of teaching and learning resources, onsite training and motivation for teachers and principals and effective implementation of the staffing norms.

5.3. Conclusions

It can thus be concluded that principals, as curriculum managers, are responsible for ensuring that effective curriculum implementation is taking place in their schools. On the other hand, for the principal to manage the curriculum well, he/she needs to be well versed in curriculum matters since she/he has to offer support and guidance to teachers and learners.

It can further be concluded that some principals and teachers had no sufficient knowledge on the understanding of the revised curriculum. However, the study also showed that regional workshops and training for curriculum management, although not sufficient, helped participants to get the knowledge that is required to lead others.

The study established that the participants interviewed stated that they had used strategies such as the improvisation of teaching and learning resources, onsite training and motivation for teachers and principals, effective implementation of the staffing

norms and setting an effective recruitment criterion to mitigate the challenges that were faced.

The researcher is optimistic that despite the inadequacies surrounding the curriculum, there is hope that with effort and given the total commitment of all stakeholders to implement the curriculum, success can be attained. Therefore, it can be concluded that the aim of the study and the primary research questions which were explored, namely the challenges faced by school principals in the management of the revised curriculum, were adequately addressed and answered.

5.4. Recommendations

This study presented insights into the phenomenon of challenges towards curriculum implementation. The researcher, based on the findings of the study, came up with the following recommendations:

5.4.1 Recommendations for improvement

1. Effective training for curriculum management should be implemented. Research participants described training workshops as poor and they also expressed the fact that the facilitators lacked the capacity to effectively facilitate workshops. The Ministry of Education, Arts and Culture should therefore, collaborate with higher institutions of learning and experts in different fields for them to improve the quality of workshops and the training offered to school principals.
2. Follow-up and ongoing support should be reinforced. Principals emphasised that it is essential that curriculum advisors have a programme of ongoing support to ensure that principals do not feel left out in facilitating the

curriculum. Without this type of programme, it is unlikely that principals would be able to effectively facilitate the revised curriculum.

3. Moreover, clear guidelines on managing and knowledge about the curriculum processes and practice should be provided to the principals. Even though NIED provides guidelines and policies, uncertainty and confusion is still regarded as an obstruction that hampers the effective execution of principals' management and educational responsibilities.
4. The allocation of funds by the Ministry of Education, Arts and Culture should be reviewed. The study found that these schools are simply struggling to financially survive. More effort is needed from the Ministry of Education Arts and Culture to provide more resources in a timely manner so as to enable principals to perform their roles and fulfil their duties. The study indicated that while the region has made some progress in attending to these concerns, more effort should be dedicated to addressing this shortfall.
5. The need to understand and recognise different ways that parents prefer to be involved in their child's education is crucial. Parents are different; therefore, schools have to attract them by establishing programmes that demonstrate higher rates of participation in a wide range of activities so that they can be involved.
6. School principals have to embark on site-based personal and professional development to help their staff. Workplace learning is possible if the principal is proactive. In today's fast paced world, creativity is essential. Principals need to focus on the strengths of the educators and help them to manage their weaknesses, while also helping them to discover their talents and how those talents relate to the job at hand.

7. Principals need to create an environment for educators to experiment, take risks and fulfil their creative potential through on job training because this addresses individual problems, and follow-ups and coaching can be effectively done. The secret is to discover what educators do well and ask them to do more.

5.4.2 Recommendations for further research

The study has achieved its aim, that is, to explore the challenges facing school principals in managing the implementation of the revised curriculum in Ohangwena region, Namibia. However, due to the fact that the study was confined only to four secondary schools, it is suggested that the study be extended to other secondary schools in the region. In addition, the study should be extended to other secondary schools in other regions to assess whether different findings may be reached regarding the challenges towards the revised curriculum implementation. The researcher recommends that a larger qualitative study involving a larger population related to the research topic should be undertaken. Finally a more comprehensive study in curriculum management and leadership in secondary schools should be done.

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APPENDICES

Appendix A Ethical Clearance Certificate from the University of Namibia



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: HREC-NH/12/11/2020 **Date:** 09-11-2020

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: CHALLENGES FACING PRINCIPALS IN MANAGING THE IMPLEMENTATION OF THE REVISED CURRICULUM: A CASE OF THE OHANGWENA REGION OF NAMIBIA

Nature/Level of Project: M.Ed. (NON-HEALTH) (NQF9)

Researcher: SYLVIA NANDE

Student Number: 201121565

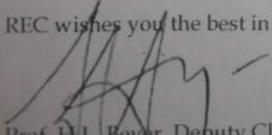
Faculty: EDUCATION

Supervisor(s): DR J. MUSHAANDJA

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.


REC wishes you the best in your research.


Prof. H.L. Beyer, Deputy Chair; HREC-NH
pp Chair: HREC-NH

Appendix B: Research Permission Letter from the University of Namibia

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
☎ +264 61 206 3275/4662; fax +264 61 206 3290; URL: <http://www.unam.edu.na>



17 November 2020

Student Name: SYLVIA NANDE

Student number: 201121565

Programme: Master of Education

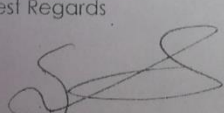
Approved research title: CHALLENGES FACING PRINCIPALS IN MANAGING THE IMPLEMENTATION OF THE REVISED CURRICULUM: A CASE OF THE OHANGWENA REGION OF NAMIBIA

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards



Dr. Seth J. Eiseb

Acting Director: Centre for Postgraduate Studies

Tel: +264 61 2063414

E-mail: directorpgs@unam.na

17/11/2020

Date

Appendix C: Request for permission to collect data in the Ohangwena Region

Ms Sylvia Nande
P.O. Box 15128
Okongo
20th April 2021

Mrs Sanet Steenkamp
Executive Director
Ministry of Education, Art and Culture
Republic of Namibia

Dear Madam

Re: Permission to Collect Data for M. Ed Thesis in schools and circuits in the Ohangwena Region

I am a student at the University of Namibia doing a Master Degree of Education in the department of Educational Foundation in the Faculty of Education. Currently I am doing a research as part of the requirement for my Master Degree.

Literature has revealed majority of school principals countrywide are struggling with the implementation of the revised curriculum. They are struggling to leave the old approaches and change to the new approaches required to manage the implementation of the revised curriculum (Ipinge and Kasanda, 2013). Currently, it is uncertain what challenges the school principals' face especially in the Ohangwena Region due to the scarcity of relevant literature based on Namibian context.

In the light of the above information, I would like to investigate the challenges facing school principals in managing the implementation of the revised curriculum in the Ohangwena Region. This research is part of the requirement in fulfilment of the Masters of Education programme that I am pursuing. By pursuing this research, it is hoped that the study will help the ministry to address the challenges school principals encounter when they manage the implementation of the revised curriculum and help to introduce curriculum management programmes that will improve principals' skills in respect of curriculum management. The study would also benefit school principals in terms of enhancing their leadership and managing skills regarding managing curriculum implementation.

Therefore, I am kindly requesting for permission to collect data in the schools and circuits in the Ohangwena Region. Enclosed please find the interview guides I intend to use to collect data. During data collection I will ensure that the school schedule is not interrupted. Data will be collected after school hours. Please note that the research is purely academic and the information obtained from the schools will be treated strictly confidential.

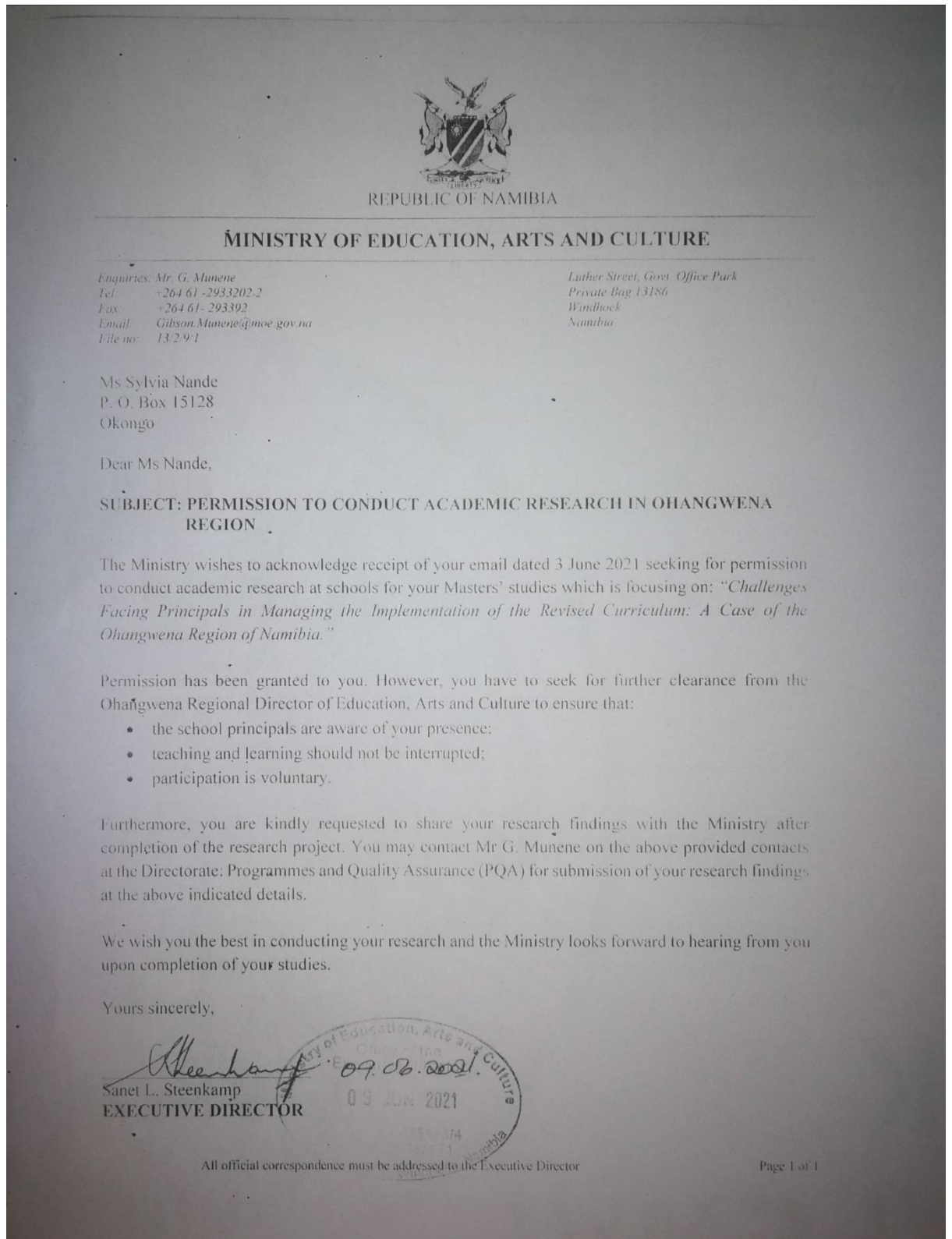
I will be very grateful if you will consider my request.

Yours Sincerely,



Sylvia Nande (M. Ed Student, Faculty of Education)

Appendix D: Research Permission Letter from the Executive Director



Appendix E Interview Guide for Principals

Introduction

Thank you very much for agreeing to take part in this study and for making time to share with me some information with regard to managing curriculum implementation in your school. The purpose of this study is to explore the challenges facing principals in managing curriculum implementation in the Ohangwena Region. In this interview, I will invite you to share with me your views regarding the challenges school principals face in managing the implementation of the revised curriculum as well as how each of the challenges that you will mention be mitigated. I assure you that your responses will be treated confidentially and no records of your responses will be kept for any purpose other than this research.

Instructions

- The questions that will be asked have no right or wrong answers.
- You are encouraged to answer the questions to the best of your knowledge, experience and understanding.
- You are requested to respond to the questions as frankly as possible.
- In the course of the interview, you can ask for clarifications when you do not understand any question.
- You can withdraw from participating in the study at any point in the process of the interview.
- May I also request to tape- record the interview for the quality of data collection and interpretation? Thank you, we may start.

SECTION A: BIOGRAPHICAL DATA

Name of school (Letter of the Alphabet):

1. Highest academic qualification

.....

2. Highest professional qualification

.....

3. Years of teaching experience prior to becoming a principal

.....

4. For how many years have you served as a principal?

.....

SECTION B The roles of school principal in managing the implementation of the revised curriculum

5. What do you do to assist teachers to teach with the aim of achieving the set standards?

6. What do you do to make sure teaching and learning are made a priority by teachers and learners?

7. What do you do to motivate and inspire teachers to improve their teaching performance?

8. What do you do to make sure teachers monitor learners' progress in mastering syllabus contents?

9. What kind of support do you avail to teachers in order to make sure that they have enough resources to improve teaching and learning?

10. How do you create a work environment where teachers participate fully in sharing teaching methods amongst themselves?

SECTION C The challenges faced by principals when managing the implementation of the revised curriculum

11. Some schools lack adequate resources to cater for the implementation of the revised curriculum. What resources does your school lack which hamper the implementation of the revised curriculum?
12. I have learnt that some schools in this region have a number of unqualified teachers. Do you have some in this school? Briefly tell me what challenge these teachers face when they implement the revised curriculum?
13. There are reports in the MEAC that some schools are understaffed or over staffed as a result of the revised curriculum implementation. Is your school overstaffed or understaffed? What challenges do you face in dealing with the over-staffing and under-staffing?
14. What challenges do you face as a result of the phasing in of higher grades?

SECTION D Suggestions on how each of the challenges mentioned in section C are mitigated

15. Normally when you are faced by challenges of inadequate teaching and learning resources, how do you make sure that the curriculum is implemented despite the limited teaching and learning support at your disposal?
16. What approaches do you use to help underqualified teachers to implement the revised curriculum?
17. What do you do to overcome the challenge of overstaffing/ understaffing staffing norm?
18. How does the school cope with the phasing in of higher grades?

Thank you very much for your time and co-operation.

Appendix F Interview Guide for Inspectors

Introduction

Thank you very much for agreeing to take part in this study and for making time to share with me some information with regard to managing curriculum implementation at schools in your circuit. The purpose of this study is to explore the challenges facing principals in managing curriculum implementation in the Ohangwena Region. In this interview, I will invite you to share with me your views regarding the challenges school principals face when carrying out their roles in managing curriculum implementation as well as how each of the challenges that you will mention is mitigated. I assure you that your responses will be treated confidentially and no records of your responses will be kept for any purpose other than this research.

Instructions

- The questions that will be asked have no right or wrong answers.
- You are encouraged to answer the questions to the best of your knowledge, experience and understanding.
- You are requested to respond to the questions as frankly as possible.
- In the course of the interview, you can ask for clarifications when you do not understand any question.
- You can withdraw from participating in the study at any point in the process of the interview.
- May I also request to tape- record the interview for the quality of data collection and interpretation? Thank you, we may start.

SECTION A: BIOGRAPHICAL DATA

Name of school (Letter of the Alphabet):

1. Highest academic qualification

.....

2. Highest professional qualification

.....

3. Years of teaching experience prior to becoming an inspector?

.....

4. For how many years have you served as an inspector?

.....

SECTION B The roles of school principals in managing the implementation of the revised curriculum

5. What would you say are the key responsibilities of principals in curriculum implementation?

5.1 How efficient are the principals in carrying out each of the responsibility you listed in 5 above?

6. What kind of support does the region provide to principals to make sure that teaching and learning effectively take place?

7. What advice does the region give to principals to support them in their efforts of managing teaching and learning in schools?

SECTION C The challenges faced by principals in managing the implementation of the revised curriculum

8. I have learnt that some schools in this region lack qualified teaching personnel. Do you have such schools in your circuit? Briefly tell me what challenges do

the principals of these schools face when manage the implementation the revised curriculum by underqualified teachers?

9. Some schools in your circuit lack adequate teaching and learning resources to cater for the implementation of the revised curriculum. What challenges do principals face in ensuring that the schools are provided with adequate teaching and learning resources?
10. There are reports in the MEAC that some schools are understaffed or over staffed. What challenges do the principals in your circuit face in dealing with the over-staffing and under-staffing?
11. What challenges do principals in your circuit face as a result of the phasing in of higher grades?

SECTION D Suggestions on how each of the challenges mentioned in section C is mitigated

12. What mechanisms do you put in place to ensure that underqualified teachers upgrade their teaching qualifications?
13. What are your suggestions on what the region should do to make sure that enough teaching and learning resources are available in schools?
14. What should be done to make sure that the schools aren't understaffed or overstaffed?
15. What do you do to make sure that the schools in your circuit cope with the challenge of phasing in of higher grades?

Thank you very much for your time and co-operation.

Appendix G Documents Review Guide

Documents review date.....

COI Documents reviewed and the focused areas	Findings	Comments
1. Handbook for Instructional Leaders in Namibian Schools		
a) Job description of school principals		
b) Monitoring and Evaluation		
c) School Self Evaluation		
2. Curriculum for Basic Education		
a) Curriculum management issues.		

Other information obtained from the documents

.....

.....

Appendix H: Informed Consent 1

I hereby agree to participate in an interview with Sylvia Nande. I understand that she will be enquiring about my understanding on the challenges facing school principals in managing the implementation of the revised curriculum.

Signature: _____ Place _____ and Date: _____

Appendix I: Informed Consent 1

Sylvia Nande is hereby given permission to record a semi-structured interview conducted with me as part of the process of her data collection for a research report that she will be writing for the completion of her Master's degree. I understand that transcripts will be made of the interview and that extracts from these may be used in the final report.

I have been assured that my circuit/school and I have anonymity in the report. I have been

further assured that I have the right to quit the research at any time.

Signature: _____ **Place:** _____