

THE IMPACT OF THE PRINCIPAL'S TASK OF CURRICULUM SUPERVISION ON TEACHING AND
LEARNING IN PRIMARY SCHOOLS: A CASE STUDY IN VHEMBE DISTRICT, LIMPOPO

by

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DECLARATION

I **Nthuseni Christinah Manwadu** hereby declare that the thesis for the Master of Education (Educational Management) degree at the University of South Africa hereby submitted by me has not previously been submitted for a degree at this or any other university, and that all reference materials contained therein have been duly acknowledged.

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SIGNATURE

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DATE

DEDICATION

This study is dedicated to my late mother Mrs Johannah Munzhedzi Masindi, my father Josias Masindi, husband Dr Livhuwani Manwadu and kids Lufuno, Mulalo, Tshilidzi and Livhuwani Junior.

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ABSTRACT

The objective of the case study was to investigate the impact of the principal's supervision task on teaching and learning in primary school in Vhembe District, Limpopo Province. The investigation focused on five primary school principals and ten teachers.

The first chapter exposed background to the study, problem formulation, aims, significance, methods and demarcation of study.

Literature reviewed depicted strong advocacy for supervision of teachers by principals. Nevertheless, ineffectiveness of locally based teacher supervision by principals and non-compliance to supervision policy requirements were shown.

The methodological aspect suggested that data was gathered through interviews with principals and questionnaires administered to teachers. Qualitative approach was used to interpret data obtained.

Findings of this study revealed ineffective supervision of teachers by principals and lack of departmental support to supervision systems. Supervision task was also not impacting positively on teaching and learning. The study recommends the revamping of teacher supervision and monitoring strategies, constant monitoring of principals when carrying out supervision task. Regular workshops and seminars on supervision task should be conducted to empower teachers and principals.

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