COMMUNITY LEARNING CENTRES' LEADERSHIP SUPPORT TOWARDS EFFECTIVE CURRICULUM DELIVERY MANAGEMENT IN GAUTENG PROVINCE

by

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(MR. T. S. NGUBANE)

DEDICATIONS

This work is dedicated to my late father Mr S. M. Ngubane, my mother Mrs Elizabeth Mabena and my granny Ms M. M. Mabena for cultivating the education seed in me. Ngingumuntu namhlanje ngenxa yenu ngokuthi nibe ngabantu abaqhotho empilweni yami.

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Ke se tlogolwana sa Lekgwathi matebele amakwangkwang. Ke bo manopa gabedi banope gararo. Ke bo manopa ba kokotletša. Ga basa humane nama, baja motho. Ke setloholwana sa Namane babina pepa. Ke ba noka e kgolo. Noka e senang mokgwa le mokgwahadi.

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DEFINITIONS OF CONCEPTS

ACET: Adult Community Learning Centre

ADULT LEARNER: Learner in the Community Learning Centre

ADULT TEACHER: Teacher in the Community Learning Centre

AET: Adult Education and Training

CENTRE MANAGER: Community Learning Centre Manager

CET: Community Education and Training

CETC: Community Education and Training College

CLC: Community Learning Centre

CLCs: Community Learning Centres

DBE: Department of Basic Education

DHET: Department of Higher Education and Training

GCET: Gauteng Community Education and Training

GCETC: Gauteng Community Education and Training College

ABSTRACT

Community learning centres' leadership support towards effective curriculum delivery management in the Gauteng province is explored in this study. The study envisioned to answer the research question 'How are the community centres' leadership supported and guided to effectively manage curriculum delivery?'. There have been challenges within the ACET sector prior to, during and after the transition period from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET). These challenges negatively impact the management of curriculum delivery within the community learning centres (CLCs). A qualitative research design was used where a sample of six CLC leaders, nine CLC lecturers and four CLC district officials in the Gauteng province were purposefully selected for individual face-to-face interviews and a focus group. Document analysis was also used to collect data. The findings of this study indicate that CLC leaders are not supported to manage the curriculum delivery by the relevant role players such as the lecturers, district offices, the Gauteng Community Education and Training College (GCETC) and DHET. The study recommends curriculum support be provided through improved management systems and procedures, development of policies, financial support, human resources, lecturers' professional development and improved working conditions for CLC leaders to achieve their curriculum management responsibilities.

Ngokufinciwe

Kulesifundo kubhekwe ukuxhaswa kobuholi bezemfundo kwa Community Learning Centres (CLCs) kanye nokushintshwa kwemfundo kwisifundazwe sase Gauteng. Lesifundo sibhekwe ukuthi siphendule umbuzo wocwaningo othi 'Ngabe buyaxhaswa noma buyalulekwa ubuholi ngokuhola ushintsho lwemfundo ngobuhlakani obuvelele ekuthuleni loshintsho?'. Bekunezinkinga kumkhakha wezemfundo wakwa ACET ngaphambilini, naphakathi kanye nasemuva koshintsho kusukela kwa Department of Basic Education (DBE) ukuya kwa Department of Higher Education and Training (DHET). Lezinkinga zithikameze kabi ukuthulwa kohlelo lokufundisa emkhakheni wezemfundo kuma Community Learning Centres (CLCs). Uhlelo lokuhambisa ucwaningo okuthiwa phecelezi yi qualitative design, lusetshenzisiwe kulesifundo socwaningo. Kutonyulwe abaholi bemfundo kuma CLCs abayisithupha, othisha kuma CLCs abayisishiyagalolunye, kanye nabaxhasi kuma CLCs abane abasemkhakheni wezemfundo okuthiwa phecelezi, ama district officials kwisifundazwe sase Gauteng. Kanti bonke laba bazikhethele ukuba yinxenye yalocwaningo ngaphandle kwencindezi. Kusetshenziswe uhlelo okuthiwa phecelezi yi purposive sampling lokwazi ukuthi kudingeka abaxhasi abanjani. Kuqhutshwe ucwaningo kwaqoqwa ulwazi kuxoxisanwa ngamunye ngamunye, okuthiwa phecelezi yi face-to-face interviews. Kanti kuyekwasetshenziswa nohlelo lokuqoqa ulwazi eqenjini labaxhasi okuthiwa phecelezi yi focus group. Kuphinde kwasetshenziswa nohlelo lokuqoqa ulwazi kumaphepha bhuku, okuthiwa phecelezi yi document analysis. Imiphumela yalocwaningo ibonisa ukuthi abaholi bezemfundo kuma CLCs abaxhaswa futhi abalulukwa ngendlela yokuhambisa nokuthula ezemfundo kuma CLCs. Labaholi bekumele baxhaswe futhi balulekwe kuma CLCs, kanye nabaxhasi abakuma CLCs abasemkhakheni wezemfundo okuthiwa phecelezi, ama district officials. Bonke baphuma kwa Gauteng Community Education and Training College (GCETC). Locwaningo lucebisa ukuthi kudingeka kuphuculwe izindlela zokuhambisa imfundo, yimithetho nemigomo, uxhaso lwezimali, uxhaso lwabasebenzi, ukuthuthukisa izinga lemfundi kothisha, kanye nokuphucula isimo okusethsenzwa ngaphansi kwaso ukuze kufinyelelwe ekutheni abaholi bezemfundo kuma CLCs bakwazi ukwenza umsebenzi wabo kahle nangempumelelo.

KEYWORDS

Community Learning Centres (CLCs); Leaders; Curriculum delivery; Curriculum management; Leadership; Support; Professionalism.

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CHAPTER 1 : INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The role of leadership in providing quality education is crucial for students and the institution to achieve educational goals. Leaders are directly responsible for responding to a call towards ensuring effective, inclusive, and equitable quality education, according to Harris and Jones (2017). They are also arguably instrumental in promoting lifelong learning for all, as part of quality education. Lifelong learning is encapsulated within Sustainable Development Goal (SDG) number 4 (Quality Education) to achieve the 2030 goals by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as stated in UNESCO (2015). According to the United Nations Development Programme - UNDP (2016: 15), education refers to both formal (primary, secondary, and tertiary) and non-formal adult and community education schooling. Community Learning Centre (CLC) managers, referred to as leaders in this study, have an important role to play towards achieving SDG four. Hence this study intended to enquire if CLC leaders were guided and supported or not in managing curriculum delivery.

An "inclusive and quality education for all…", conforms to the notion that education is the most significant mode for sustainable development as stated in UNDP (2016: 7). Adult education and training means all learning and training programmes for adults on Level 1 registered on the national qualifications' framework contemplated in the National Qualifications Framework Act, 67 of 2008 (Adult Education and Training Act 25 of 2010).

The UNDP Human Development Report (2013: 9) reflects an improvement in the last two decades, where Southern Africa ranked second after South Asia and Sub-Saharan Africa was third in human development, wherein education played a crucial role and with CLCs also contributing to this improvement. The South African government has already developed the National Development Plan (NDP, 2011) which is in line with the objectives of the SDGs that includes education.

The researcher opines that education relies on curriculum as a delivery tool that ought to be managed by the CLC leaders. Lecturer (teacher in the CLCs) professionalism

depends on the effective delivery of the curriculum as a curriculum agent, according to Maphosa and Motopa (2012). CLC leaders are expected to manage this process effectively. The researcher is of the opinion that when the lecturer (teacher) fails to deliver the curriculum as required, it becomes the CLC leader's responsibility to intervene and correct the situation, particularly when it relates to professional conduct. This opinion is supported by the South African Council of Educators (SACE, 2017: 3) in that the leaders are expected to take necessary corrective steps (including disciplinary processes), related to professional conduct when the need arises. The question is, how can CLC leaders do this competently if they are not guided and supported?

According to the researcher, it seems every year there are several disciplinary processes for lecturers in Community Learning Centres (CLCs) with some dismissals for professional misconduct. A lot more who should be subjected to this process are not brought to book due to professional misdemeanours related to effective curriculum delivery as stated in the DHET Prospectus (2018: 2). This impacts negatively on students' teaching and learning time as argued by N'goma and Simata (2013: 1) and is tantamount to professional misconduct. Professional misconduct is grave deviance from conventional and set rules of behaviour as proclaimed by Goldman and Fisher (1997: 149); Gabbioneta, Faulconbridge, Currie, Dinovitzer and Muzio (2018: 2). Baker (2014) describes professional misconduct as the manner in which transgression of conduct becomes of a grave nature, which is a lack of acceptable conduct by a lecturer. The researcher points out the fact that because several lecturers are dismissed, it means that not all lecturers are unacceptably conducting themselves.

Lecturers in CLCs are expected to conduct themselves professionally, consistent with the code of professional ethics by committing "…themselves, therefore, to do all within their power, in the exercising of their professional duties". To act following the ideals of their profession, as expressed in the SACE code; and act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute as stated in SACE (2017).

However, according to the Education Personnel Management (2016), some lecturers' attitudes or behaviour present a challenge to leaders in CLCs and affect the management of curriculum delivery negatively.

The purpose of the code of professional ethics is to provide a sound basis for the maintenance of appropriate conduct and performance through education authority (Local Negotiation Committee for Teachers, 2014). CLC leaders, lecturers, students, district officials, parents and the community are important role players in enforcing positive professional conduct which impacts the curriculum in CLCs (St. Peter's College, 2016). According to the researcher, there is a need to investigate the support of CLC leaders in the effective management of curriculum delivery in Gauteng Province before, during and after the transitional period of April 2015. This is from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET) amid problems such as professional misconduct. The researcher's interest in this context is to, among others, probe the leaders' ability to deal with curriculum delivery misconduct, which seems to be compromising teaching and learning.

1.2 BACKGROUND

The nature of AET centres is unique in such a way that they cater for youth and adults that universities and TVET colleges do not cater for. Therefore, there was a need that these institutions "…be absorbed into a new type of post-school institution:" The community colleges, as envisaged in the Further Education and Training Colleges Amendment Act, No: 1 of 2013 were considered to have been instituted by this act. The change was reformed on the 1st of April 2015 by the Minister of the Department of Basic Education (DBE) and the Minister of Higher Education and Training as stated in the national policy on community education and training college No. 569 of 2015. Thus, the researcher endeavoured to find out how centre leaders manage curriculum delivery effectively before, during and after the transition from the DBE to DHET amid problems such as professional misconduct that impact teaching and learning.

The Department of Basic Education (DBE) housed the Community Learning Centres within the mainstream schools. Mainstream schools ended up adopting the CLCs as mentioned in the Community Colleges National Policy, No. 569 of (2015: 4). The CLCs were now the responsibility of the DBE and that changed the structure of these institutions to semi-formal.

As part of his responsibilities then, the researcher has a personal experience as a centre leader where effective curriculum delivery in CLCs was a challenge. The problem was that even though there was a transition of CLCs from DBE to DHET, CLCs continued to be managed utilising the old DBE conditions of service and policies. Hence, the need to find out; *(1) how do CLC leaders manage within such an environment? (2) How should CLC leaders manage the rapid curriculum challenges? (3) What is the impact of the transition on managing curriculum delivery effectively?* These questions sought to establish an in-depth probing of these leaders' (Managers') management of curriculum delivery from the DBE to DHET.

During the late 1980s, the CLC leaders started to use some educators as administrators due to the growing number of adult learners who were registered in these institutions. This was the period when night schools, which was the initial name used for adult centres, were influenced by the basic education knowledge and skills offered in these institutions, as per Manamela (1998: 2). Adult Basic Education and Training (ABET) centres were not a product of the democratic government in South Africa as proclaimed by Manamela (1998: 3). It seems that this is where the curriculum delivery started to be impacted negatively as lecturer professionalism was compromised by the lack of effective administration and management.

Adult Basic Education (ABE) has been in existence for a long time in South Africa (Manamela, 1998: 2; Ngubane, 2016: 1). Since the informal establishment of Night Schools in the early 1970s in South Africa by mainstream schools' principals, they have grown into a formidable sector which was intended to provide Adult Basic Education (ABE). The initial need and aim were to allow uneducated adults an opportunity to be literate (Ngubane, 2016: 1). Unlike mainstream schools, these CLC leaders worked independently without any support structure within these CLCs thus

professionalism was a challenge. This was in contradiction with the expectation that leaders should involve all relevant role players in the running of the CLC to be managed professionally, through the value of Ubuntu and Batho Pele principles as stated in the DBE (2015: 5). These CLCs were managed by mainstream school principals and later by CLC managers (referred to as leaders in this study). The CLC managers managed these schools on their own as individuals without the management team (consisting of the deputy principal and heads of department) as is the case in the mainstream schooling organogram. They also adopted policies from the Department of Basic Education (DBE) as discussed above.

According to the researcher, it seems CLC leaders were doing their best to manage curriculum delivery out of a situation they found themselves in at the time. This is because CLCs could still be functional even if it was not at a satisfactory level. Admittedly, most DBE policies are not suitable for adult education environments, considering factors such as the conditions of employment, type of learners and the curriculum instruction.

The following table illustrates the differences between the mainstream schools and the CLCs regarding conditions of employment, type of learners and curriculum offerings:

Table 1.1

CONDITIONS OF EMPLOYMENT		
Mainstream school		**Community Learning Centre (CLC)**
1.	Work from 8h00 to 15h00	Work from 15h00 to 20h00
2.	Permanent employment	Contract employment
3.	Have their own schools	Housed in mainstream schools
LEARNERS		
Mainstream school		**Community Learning Centre (CLC)**
1.	Between 5 and 18 years old	Between 18 and 78 years old and over
2.	Children	Adults and Youth
3.	Not working	Working or within the employment bracket
CURRICULUM		
Mainstream school		**Community Learning Centre (CLC)**

1.	Grade R to 6	Level 1
2.	Grade 7 to 8	Levels 2 to 3
3.	Grade 9	Level 4
4.	Grade 12 National Senior Certificate (NSC)	Grade 12 National Senior Certificate for Adults (NSCA)

1.3 RATIONALE FOR THE STUDY

Adult education is at a developing stage of being regulated as a third leg and part of the universities and Technical and Vocational Education and Training Colleges (TVET) sector under the Department of Higher Education and Training (DHET) as stated in the DHET Community Colleges Act draft (2014: 4). Considering all the changes and challenges taking place within the Adult Community Education and Training (ACET) sector, the researcher maintains that the CLC management of this sector is expected to play a meaningful role as a bridge between community learning centres (CLCs) and the Gauteng Community Education and Training College (GCETC). Therefore, it was important to investigate the status of centre leaders' support and guidance in the effective management of curriculum delivery as a fundamental goal for this sector. This study intended to identify possible causes and suggested possible solutions to the perceived lack of support and guidance experienced by centre leaders before, during and after the transitional period.

1.4 STATEMENT OF THE PROBLEM

Personal experience as an acting centre leader prompted the researcher to investigate the extent of challenges that centre leaders encounter in the CLCs. This is in their intent to manage the curriculum delivery effectively before, during and after the transition from DBE to the DHET. These leaders considered problems such as professional misconduct, which affects teaching and learning. The management of CLCs has been unregulated from the early 1970s until 1st April 2015 upon the official establishment by the Department of Higher Education and Training (DHET) as stated in the DHET (2015). Against this backdrop, centre leaders are yet to be guided by policy, particularly regarding the management of staff conduct. This implies that to date, they are still not supported and guided in effectively managing the curriculum

delivery within CLCs and tackling problems that impede the effective delivery of the curriculum. The problem is that even though there was a transition of CLCs from the DBE to DHET, CLCs continue to be managed utilising the old DBE conditions of service and policies.

The humble establishment of night schools to adult basic education centres, then to adult centres and lastly to CLCs has a huge bearing in a sector that was not policy regulated for decades as mentioned in the DHET (2015:7). This has caused rapidly recurring professional misconduct in relation to the effective management of curriculum delivery, and there is no known scientific study conducted regarding this matter. According to Land and Atchison (2017: 30), administrative support was not in place before the transition of CLCs to DHET. Hence the continuous lack of support, networking and management persisted within the CLCs even after the transition period. Up-to-date studies by Human Sciences Research Council (1999); Aitchison, Houghton, Baatjes, Douglas, Dlamini, Seid and Stead (2000); French (2002); McKay (2007); Atchison and Alidou (2009); Land and Atchison (2017), continue to highlight the lack of legislation that compounds the CLCs' management and leadership challenges of curriculum delivery. This problem also exists in countries such as Lesotho, Gambia, Malawi, and Kenya amongst others, according to Atchison and Alidou (2009: 5).

Given the above, there is no documented guideline supporting CLC leaders to manage problems affecting curriculum delivery, such as professional conduct within South Africa since the inception of CLCs in 2015.

1.5 RESEARCH QUESTIONS

Main question

This study sought to probe the question: How are the community centres' leadership supported and guided to effectively manage curriculum delivery?

Sub-questions

Adequate probing of this question was necessitated by the following sub-questions:

- What form of support do CLC leaders require to manage the curriculum delivery effectively?

- How do CLC leaders manage lecturers through the transitional period?
- What are the differences in managing curriculum implementation through the transition period?
- How do centre leaders view their curriculum implementation responsibilities in the post-transition period?

1.6 AIM and OBJECTIVES

The aim of this study was:

To find out how centre leaders manage curriculum delivery effectively before, during and after the transition amid problems such as professional misconduct that may impact teaching and learning within the CLCs.

The objectives are further outlined as follows:

- To examine the form of support required by CLC leaders for effective management of curriculum delivery.
- To investigate how CLC leaders manage lecturers through a transitional period.
- To identify the differences in curriculum implementation through the transition periods.
- To explore CLC leaders' views on their curriculum implementation responsibilities in the post-transition period.

1.7 THEORETICAL FRAMEWORK

The way knowledge is processed, studied, and elucidated, is defined as a theoretical framework of research (Kempen, 2013: 9). The theoretical foundation for this study is underpinned by Ubuntu philosophy to better understand the realities to which the lack of CLC leaders' support and guidance or lack thereof impact on effective management of curriculum delivery. Ubuntu is defined, through its principles of reciprocity, respect, responsibility, and relevance (Mazzocchi, 2020; Mupedziswa, Rankopo & Mwansa, 2019: 23; Forster, 2010), as how humans understand the world around them and nature through social interactions with others (Kapepu, 2019). The support and guidance or lack thereof of CLC managers when it comes to effective management of

curriculum delivery, essentially impact the cultivation of teaching and learning as observed during my tenure as a centre manager. Ubuntu philosophy was chosen because the views of the CLC leaders, influenced by the expectation to be responsible, respectful, reciprocate and relevant are key to understanding the principals within their constructed social context (Seehawer, 2018). The constructed realities were studied and interpreted to answer the research questions of the how, what, and when. The crucial role played by Ubuntu as a theoretical framework in this study, is elaborated in detail in Chapter 2.

1.8 LITERATURE PREVIEW

Chapters 2 and 3 provide a summary of the reviewed literature. Chapter 2 provides a brief review of the literature on the community centres' leadership support and guidance to effectively manage curriculum delivery. Furthermore, chapter two argues in detail for and validates the theoretical framework for this study. Chapter 3 provides a comprehensive literature review on the community centres' leadership support and guidance to effectively manage curriculum delivery.

According to Agi, Levidoe and Anthony (2616); Olujuwon and Perumal (2015) leadership in Nigeria has impacted curriculum instruction positively to achieve institutional goals. In South Africa, there is a lack of development for CLC leadership as argued by Setlhodi (2017). Chapter 3 reviewed the literature by looking at the management and leadership in education in three different periods within the CLCs; the responsibilities of key role players within CLCs; CLC leaders' support in managing curriculum, and curriculum delivery within these periods to find out the difference in terms of the CLC leaders' support and guidance. The professional conduct of specialists which included the CLC leaders, CLC lecturers and CLC district officials was also addressed. The literature presents the CLC leadership that requires collaboration within a conducive social context to achieve desired results as stated by Sethlodi (2020) and Steyn (2016). The reviewed literature was drawn from other countries in Africa and Europe which indicates the lack of developmental support for CLC leaders, thus making it difficult for leaders to manage lecturers during the transitional period. In the same vein, the literature also indicates that only in 2015 the

professionalism of educational leaders and managers was enhanced through the South African Standards for Principalship (SASP) as mentioned in the DBE (2015).

1.9 RESEARCH METHODOLOGY AND DESIGN

A qualitative methodology for collecting data was used in this study. It included interviews, document analysis, and the use of data triangulation, which explains three different transformation periods within CLC. These periods are, before the transitioning of CLCs (the 1970s to 2014), during the transition of the CLCs (2015 to 2017), and after the transition of the CLCs (2018 to 2020) from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET). The data triangulation was used to verify the interviews against what has been analysed from documents or applicable in this process, in any possible sequence to confirm the results of the study, as per Merriam and Tisdell (2016: 245).

1.9.1. Research Method

A research method is a specific procedure for collecting and analysing data to solve a specific research problem (Goundar, 2012:12). The qualitative research method is a method that describes the quality of the subject to better understand the event and uses text to explain the findings as reported by Powoh (2016). The researcher decided to employ a qualitative research method based on the research problem of the study and to describe the findings in words instead of numbers. This method also assisted the researcher to answer the research questions and to make sense of the findings (Creswell, 2014; Du Plooy-Cilliers, Davis & Bezuidenhout, 2014).

1.9.2 Research Paradigm

According to Guba (1990: 17), a research paradigm is a "basic set of beliefs that guide action". Creswell and Creswell (2018: 41) define a paradigm as a philosophical universal understanding of how the researcher views the world and nature which influenced how the research was conducted. There are four basic paradigms that researchers use in their studies, and they include postpositivism, transformative, constructivism and pragmatism (Creswell *et al*). The paradigm of this study is based on philosophical ideas that influenced how the study was conducted and was chosen

specifically by the researcher to fit the purpose of the study (Creswell, 2009: 5; Creswell & Creswell, 2018: 44). This study employed the pragmatism worldview because it was informed by actions, situations and consequences based on the participants' management of curriculum delivery. The pragmatism paradigm is also in support of the theoretical framework (Ubuntu) and the research design (phenomenology) which was employed in this study in terms of not being limited to only one system and reality. Pragmatism elements of multiple meanings and a deep understanding of the phenomena that were investigated, through the lens of Ubuntu, assisted the researcher to answer the research questions meaningfully (Creswell, et al, 2018: 42). There was interconnectedness between the worldview, research design and the method employed in this study as shown in Figure 1. 1 below:

Fig 1.1 <u>Interconnection of the Worldview, Design and Method in this study</u>

(Adapted from Slife and Williams, 1995 cited in Creswell, 2014: 5)

Philosophical Worldview   ←————————→   **Design**

Pragmatic Phenomenology

  Research Approach

Qualitative

          Research Method

      Data collection

      Analysis

      Interpretation

      Credibility
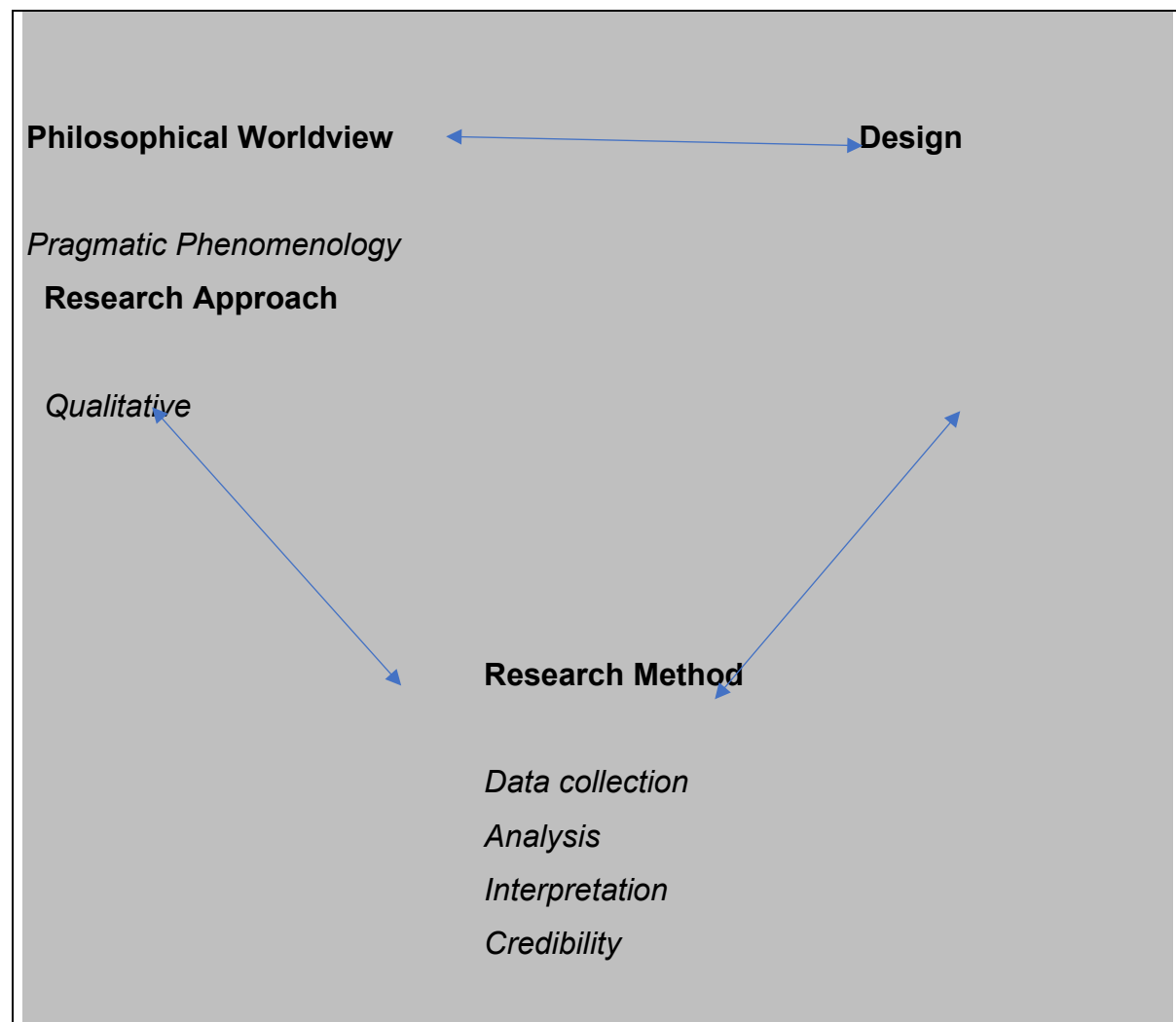
The characteristics of pragmatism emphasise the chosen worldview in this study. They explain in detail the contributions made by pragmatism as a paradigm in this study (Cherryholmes,1992; Murphy, 1990; Creswell, 2013: 28), that is:

(a) Pragmatism is not committed to any one system of philosophy and reality; (b) Individual researchers have a freedom of choice to choose the methods, techniques, and procedures of research that best meet their needs and purposes; (c) Pragmatists do not see the world as an absolute unity; (d) Truth is what works at the time; it is not based in a dualism between reality independent of the mind or within the mind; (e) Pragmatist researchers look to the "what" and "how" of research based on its intended consequences—where they want to go with it; (f) Pragmatists agree that research always occurs in social, historical, political, and other contexts; (g) Pragmatists have believed in an external world independent of the mind as well as those lodged in the mind.

1.9.3. Research Design

This study embarked on a phenomenological, qualitative design to investigate the past human experiences, to understand the present and make scientific recommendations about the future as reported by De Vos, Strydom, Fouche and Delport (2012); Mampshe (2015:49). It is a scientific method that was employed to read and understand written text meanings concerning natural occurrences (Mohajan, 2018: 5). Hence, informed scientific conclusions and recommendations were made to solve identified research problems (Creswell & Creswell, 2018:240). The researcher became the primary data interpreter so that the text may represent the exact meaning from the participants' points of view and understanding of the researched phenomena (Lincoln & Guba, 2013). Therefore, the qualitative research design was suitable for this study to assist the researcher to establish if the CLC leaders are guided and supported to effectively manage curriculum delivery.

1.9.3.1. Population

A group of individuals invited to form part of the study is called a population, as pointed out by Creswell (2007: 40), Creswell (2012: 21) and Creswell (2013: 48). The population was selected as research participants depending on the sampling technique used in the research, wherein their characteristics were considered

(Creswell, 2007: 351; 2012: 21). The population of this study came from two district municipalities and three metropolitan municipalities namely: Tshwane, Ekurhuleni, Sedibeng, West Rand and Johannesburg. There was a minimum of three CLCs in each municipality and five CLCs were the sampling site for this study. This sampling site consisted of a population of 15 members for this study.

1.9.3.2. Sample

Sampling is a process where a sample is taken out from a population for research purposes (Alvi, 2016: 11). The researcher sampled a portion of the CLCs in Gauteng province which was a representative of the homogenous group of this study's population (Abubakar, Alkassim & Etikan, 2016; Alvi, 2016: 10; Creswell, 2013: 156). A sample represented a part of the whole population, and it represents a total sum of people or things, which are participants or subjects in a study, according to Etikan, Musa and Alkassim (2016: 1). Purposive sampling was used because the participants had specific characteristics of leadership, years of experience including the ability to express themselves and knowledge possessed in managing the curriculum delivery within the CLCs in Gauteng province, as well as their work experience. The total sample of this study consisted of 13 participants, which included five CLC leaders, five lecturers and three District officials. This sample is a small portion of the population, who agreed to participate in the research, and were chosen because of their relevance or suitability for this study.

1.9.3.3. Data collection techniques

Data collection techniques are tools used by the researcher to collect data systematically from research objects or people or phenomena to resolve a research problem (Cln, 2013: 40). Face-to-face interactive interviews, focus group discussions and official documents were utilised in this study to collect data.

- Interviews and focus group discussions
There are two types of interviews. These are one-on-one individual interviews and focus group interviews. Adhabi and Anozie (2017) posit that the individual interview is an interaction between the interviewee and an interviewer to collect research data.

A focus group is a group discussion that encourages participants to be free in articulating their points of view about the phenomenon being investigated as proclaimed by Krueger (1994), cited in Wilson (1997: 211). The researcher employed one-on-one individual semi-structured interviews in this study because the participants were able to express their experiences well, according to their understanding of the phenomena. This was done until the participants were satisfied with their meaning of the phenomena under investigation. Semi-structured interviews allowed the researcher to pose questions in any sequence and different questions than the ones he had planned to ask (Robson, 2002 in Dikko, 2016: 523). All 13 participants were called individually by the researcher telephonically to set up individual appointments for interviews and the focus group discussion. The participants' privacy and anonymity were guaranteed by the researcher by making sure that they knew what was expected of them. Therefore, their real names were replaced by the pseudonyms of leaders 1, 2, 3, 4 and 5; lecturers 1, 2, 3, 4 and 5; district officials 1, 2 and 3. The interviews were conducted at the respective venues that were chosen by the participants including the time that was suitable for them. A focus group discussion was conducted online (Microsoft Teams) after receiving consent letters from the participants.

- Documents Analysis

Miranda (2015: 503) asserts that document analysis is a process to extract information from documents for the research study. It is a system to identify and analyse pertinent text to interpret and examine the document (Chinedu & Mohamed, 2017: 207). The documents took less time to be accessed (Bowen, 2009: 32). In addition, they had limited information which was one of the disadvantages of utilising documents in this study (Bowen, 2009). The documents analysed in this study were used within CLCs and were identified by leaders, lecturers, and district officials during the data collection process. Finding specific documents for each period, was to try to establish if there were any differences in the effective management of curriculum delivery and the guidance and support of CLC leaders as outlined in the process of analysis in Chapter 4. These documents provided guidelines on everyday teaching, learning, and assessment for lecturers, district officials, students, and other relevant external role players. They included 12 official different documents representing different transitional periods and are listed in Chapter 4.

1.10. DATA ANALYSIS AND INTERPRETATION

The researcher employed manual data analysis and interpretation because it is one of the reliable data analysis and interpretation processes (McMillan & Schumacher, 2006:369). Data were analysed and derived meaning (Mohajan, 2018: 2). Qualitative data came from the participants' interviews, a focus group, and documents as advised by Creswell (2014: 17) where participants work together for a common purpose of understanding the phenomenon under investigation through a communal spirit of Ubuntu as reported by Mopedziswa *et al*, 2019: 23). Data were organised into small manageable parts and merged into categories and aligned to answer the research questions as stated by Raskind, Shelton, Comeau, Cooper, Griffith, and Kegler (2019: 34). The process of analysis also included dividing data into practicable emerging codes and themes. These codes and themes were organised logically to produce conceptual information that was understandable (Creswell, 2015: 156).

1.10.1 Measures of Trustworthiness and Validity

Creswell (2014) asserts that trustworthiness is the reliability of qualitative research data to confirm the quality of the study. The researcher employed validity, credibility, dependability, transferability, and confirmability as measures to achieve the trustworthiness and validity of this study. These measures are briefly discussed in this section.

- **Dependability**

    It is a process that includes participants confirming the interpretation of the findings of the study based on the collected data from participants. The researcher and the participants should have the same understanding of the phenomenon being investigated (Nieuwenhuis, 2007). The dependability of the results was achieved in this study by using different forms to confirm the findings. These included, verbatim recordings of one-on-one individual interviews, focus group interviews and their transcripts. Participants' confidentiality and anonymity were applicable. Lastly, the participants were treated with respect throughout the research process.

- **Credibility**

Salkind (2010) opines that credibility is important for qualitative research because it is used to assess collected data in words instead of numbers. Credibility was used because the researcher ensured it by recording all interviews in this study. Triangulation was employed through interviews, document analysis, focus groups and data triangulation to achieve credibility in this study. Credibility is a process in scientific research used to confirm the trustworthiness of the results. It requires the researcher to link the results of the study close to reality by solving a real-life problem. In this study, the researcher endeavoured to achieve the same understanding of the phenomenon between himself and the participants. In scientific research, striving to achieve the same understanding of the phenomenon being researched is important because collecting evidence is influenced by human assessment (Blasch, Laskey, Jousselme, Dragos, Costa & Dezert, 2013: 1).

- **Transferability**

It is a process to transfer qualitative research results to other participants as an interpretive equivalent of generalisability (Sekaran & Bougie, 2016). Transferability was achieved in this study because purposive sampling was employed based on the years of work experience as participants and the portfolios they held. These participants included leaders, lecturers and district officials in this study to get different perspectives on the investigated problem.

- **Conformability**

Conformability is a confirmation of the research results by other researchers based on the interpretations of the findings (Silverman, 2016). Conformability was not applicable in this study because results were presented as a true reflection and triangulation was employed.

1.11 TRIANGULATION

Triangulation can deliver multiple angles of the phenomenon being investigated, reduce researcher bias, and increase the credibility of the study (Renz, Carrington & Badger, 2018). Triangulation was employed to verify among data techniques to confirm the credibility of the results and is outlined in detail in Chapter 4. Therefore, data triangulation was employed to confirm what was analysed from documents, and one-on-one individual and focus group interviews. This process was applied in a sequence to confirm the results of the study (Merriam & Tisdell, 2016: 245 cited in Natow, 2019: 2).

1.12 RESEARCH ETHICS

Ethical clearance was obtained from the University of South Africa's (UNISA) Research Ethics committee in the College of Education. The ethical clearance certificate, with reference number 2019/10/16/43073271/19/MC was acquired as required. Permission was sought from the Department of Higher Education and Training (DHET) to conduct the research within the CLCs in Gauteng province. The permission of conducting the research within the identified CLCs, with CLC leaders, CLC lecturers and CLC district officials was obtained as required. The requests for participants were done through telephone calls, e-mails, short message services (sms) and WhatsApp to all respective participants. Consent was sought from all participants after explaining the process and purpose of the study. Thereafter, they were requested to sign the consent forms before the interviews were conducted and recorded verbatim. Data collected are stored for a period of five years on the computer which can be accessed through a password. Anonymity and confidentiality were done through pseudonyms. There was no foreseen conflict of interest as the study was not conducted where the researcher works.

1.13. DELIMITATIONS OF THE STUDY

Delimitations intend to narrow the focus of the study to specifics which included specific thesis sites that could be controlled by the researcher (Creswell, 2012). The delimitation of this study was that it was conducted only on the CLCs in Gauteng Province rather than in other provinces in South Africa, and this is ascribed to the

sample size. This may not be a representative sample for Gauteng province hence it is a delimitation of this study.

1.14 LIMITATIONS OF THE STUDY

Limitations are factors that influence how the researcher interprets the results of the study, and this includes the size of the thesis sample (Korrapati, 2016). These are weaknesses that the researcher has no control over (Creswell, 2012). One of the limitations of this study was sampling only 5 CLC leaders out of a possible 47 because of accessibility and Covid-19 challenges during the data collection stage(DHET, 2018: 3). The specific research site and the size of the thesis also contributed to the limitations of this study.

1.15 DEFINITIONS OF KEY CONCEPTS

1.15.1 Community Learning Centres

Community Learning Centres (CLCs) are teaching and learning delivery sites for long-life learning in local communities under the Community Education Training College (CETC) (UNESCO, 2015: 1; 2016: iv; DHET - Community Learning Centre Policy, (2015: 10-11). In this study, CLCs are education, training, teaching and learning centres for adult learners in a community to improve their lives to be better.

1.15.2 Leadership

According to Yukl in Takeuchi, Wang and Farh (2020: 234), leadership is a social process where an individual influences the behaviours and relationships of followers within an institution to motivate them to achieve organisational goals. In this study, the support and guidance provided to CLC leaders should assist them to guide and support the professional behaviour of stakeholders in managing curriculum delivery to achieve the goals of a community learning centre (CLC).

1.15.3 Effective Curriculum Delivery

Unisa Curriculum Policy (2012: 3) states that a curriculum consists of learning experiences for a qualification or module, and it includes key aspects of teaching and

learning. The curriculum becomes effective when students are assessed and achieve the minimum required outcomes. In the context of this study, CLC leaders would manage the curriculum delivery for students to achieve the set outcomes if CLC leaders are supported and guided.

1.16 CHAPTER OUTLINE

The chapters of this study are briefly outlined as follows:

Chapter 1: *Introduction and Background* entail the introduction and background, the rationale for the study, statement of the problem, research questions/hypothesis, purpose, aim and objectives of the study.

Chapter 2: *Theoretical framework* focuses on Ubuntu's philosophy as informed by its four principles of reciprocity, responsibility, relevance, and respect.

Chapter 3: *CLC Leaders' Support for Effective Curriculum Management* contains curriculum delivery pre-transitional period, professional conduct of professionals, lecturers as curriculum deliver agents, curriculum delivery during a transitional period, management and leadership in education, and community learning centre leadership.

Chapter 4: *Research Methodology and Design* involve qualitative research design, research approach, the philosophy of Ubuntu, sampling and population, research instruments, data analysis and interpretation, credibility and research ethics of this study.

Chapter 5: *The Perceptions of CLC leaders, lecturers and district officials* Leaders, lecturers, and district officials' perceptions about the leaders' support of effective management of curriculum delivery are presented in this chapter. Four main themes emerged and were used to find out if there was a lack of support for leaders.

Chapter 6: *A Summary of Findings Conclusions and Recommendations* This chapter looked at the summary of findings, recommendations and conclusions of this study based on the research questions and the objectives mentioned in chapter one.

1.17   CONCLUSION

The researcher concludes that CLC leaders have a challenge in managing the professional conduct of lectures. They are not supported as expected before, during and after the transitional period from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET) by the relevant stakeholders. This has impacted negatively on the running of CLCs, especially in the management of curriculum delivery.

CHAPTER 2: A THEORETICAL PERSPECTIVE OF LEADERSHIP SUPPORT OR EFFECTIVE CURRICULUM MANAGEMENT

2.1 INTRODUCTION

This chapter provides a theoretical perspective of leadership support for effective curriculum management. It discusses the nature of leadership support; analysis and definition of the concept of leadership support; aims, goals and objectives of leadership support; the theoretical framework of leadership support on curriculum management.

2.2 THE NATURE OF LEADERSHIP SUPPORT

The relevance and extent of leadership skills and knowledge depend on the type of responsibility that those in leadership are expected to carry through, such as tackling misconduct. This is based on the vision and the kind of institution they are leading and managing (Al Khajeh, 2018: 1). The debate about leadership skills and knowledge being inborn instead of being acquired, has gained fresh prominence according to Amanchukwu, Stanley and Ololube (2015: 6). The reasons for this debate are that a person in a leadership position is expected to possess relevant skills and knowledge naturally from birth or must have learned skills and knowledge throughout their socialisation and education. Education and training will then enhance these skills and knowledge to be in line with the required development as mentioned by Khuzwayo (2019: 72). Khuzwayo (2019: 76-77) further states that a person is born with ideas in the mind, including abilities and potentialities and these are enhanced through education and development of their skills and knowledge. Whereas on the other hand, it is also accepted by others that leadership skills and knowledge are acquired because one can learn, acquire, and develop these qualities of leadership to manage effectively and deliver as required, as argued by Seroto (2016: 43). Much of the current literature on whether leadership skills and knowledge are inborn or acquired pay attention on the individual characteristics, traits and personality or behavioural patterns of a person in leadership. This study premises from the same point of view and argues that the leadership style of a person in leadership depends on the available skills and knowledge to use in managing an educational institution within a specific context to achieve the required goals as stated by Amanchukwu *et al.* (2015: 8); Kaleem, Asad

and Khan (2016: 4); Manasoe (2017: 34). This knowledge ought to, among others, be acquired through the support and guidance that CLC leaders get from their seniors to tackle misconduct and succeed in effective management of curriculum delivery.

Different leadership styles have influenced the way institutions are managed by different leaders with an intention to achieve an institutional goal such as effective management of the curriculum in the CLC domain as proclaimed by Želvys, Dukynaitė, Vaitekaitis and Jakaitienės (2019: 18). Such leadership styles ought to be laden by Ubuntu framework if leaders are to achieve success in their leadership, in keeping with the Indigenous Knowledge (IK) systems in this study. These leadership styles include among others, transactional, ethical, bureaucratic, charismatic, democratic, authoritarian, and transformational to mention a few (Al Khajeh, 2018: 1; Kaleem, 2016 1-4; Khan, Khan, Qureshi, Ismail, Rauf, Latif & Tahir, 2015: 87-90). Mushtaq *et al.* (2019: 49) assert that there is no significant difference in leadership styles based on the demographics such as age, gender, experience, and educational background. Al Khajeh (2018) in his study, found that there is no wrong or right leadership style that a person in leadership can use throughout the institution but instead, different leadership styles can be adopted to address different management issues such as tackling misconduct within CLCs. In the same breath, Alieva and Rybakova (2020: 23) have also found that a person in leadership must use a leadership style that will enhance the knowledge and skills of staff members. Hence the significance of CLC leaders being properly supported and guided so that they can manage the curriculum effectively and apply appropriate leadership styles. Most importantly, CLC leaders need to tackle misconduct to succeed in effectively managing curriculum delivery.

Because leadership is associated with accomplishment or failure to meet the set organisational goals generally (Mothapo, 2019: 48), it is important for those in leadership positions to strive to employ suitable styles that will enable them to achieve desired goals. Arguably, the management of everyday teaching and learning within CLCs in Gauteng province, South Africa, includes time management, lesson presentation, class management, assessment and addressing challenges of misconduct, depending on a leadership style befitting of the situation at hand. The main aim is to achieve desired outcomes and positively impact learners' progress as

argued by Mushtaq *et al*. (2019: 49); Al Khajeh (2018: 6); Moorosi and Bantwini (2016: 2-3). Successful leaders do not subscribe to only some leadership styles, as opined by Al Khajeh (2018: 1); Kaleem (2016 1-4); Khan *et at*. (2015: 87-90). Instead, they use any style that would enable them to be successful in achieving the institutional vision, debatably based on Ubuntu.

2.3 ANALYSIS AND DEFINITION OF THE CONCEPT LEADERSHIP SUPPORT

2.3.1 The Concept Leadership

According to Alieva and Rybakova (2020: 23), the concept of leadership refers to a person in a leadership position, involved in providing direction to others positively, towards achieving institutional goals. A leader should have the ability to positively influence the work environment for subordinates to easily listen and conform to achieve the required outcomes as reported by Frémeaux and Pavageau (2021: 2). Leaders need to be knowledgeable, have skills and possess values that include integrity, respect, honesty, trust, teamwork, empathy, support, and Ubuntu leadership.

According to Yukl in Takeuchi, Wang and Farh (2020: 234), leadership is a social process where an individual influences the behaviours and relationships of followers within an institution to motivate them to achieve organisational goals such as the improvement of the curriculum. Leadership involves motivating and empowering people in implementing an institutional vision through inspiration and energy as argued by Kotter (2001); Higgs and Dulewicz (2016 cited in Bonau, 2015: 616); and Bennis (2009: xxii). Therefore, in this study, leadership is based on activities that are informed by moral exemplarity, self-awareness, personal and professional support, community spirit, shared work commitment, and positive attitude towards others and events.

Setlhodi (2020: 3) looks at leadership as a process influenced by the context in which the leader leads to achieving the expected goals. Ashikali, Groeneveld and Kuipers (2021: 12) define leadership as a process involving support, observing diversity and inclusiveness. Another profound definition states that it is based on activities that are informed by moral exemplarity, self-awareness, personal and professional support (as captured in the objectives of this study), community spirit, shared work commitment, and positive attitude towards others and events as argued by Frémeaux and

Pavageau (2021: 6). Therefore, in the context of this study, the researcher looked at a social process based on African culture which is a way of life for Africans. It is a process that is complemented by moral courage, openness to criticism, incorruptibility, reliability, fairness, and role modelling (Takeuchi et al., 2020: 239). Moreover, acquiring skills, information, and competence are characteristics of effective leadership (Jatianita, Wekadigunawan & Aida, 2020: 48).

The above definitions indicate the complex nature of what leadership is by various authors. Hence, Green *et al*. (2019: 2) further assert that "We probably struggle to define it not only because it involves both being and doing, but because it is as diverse as the humans who lead and who are led, and the context in which they find themselves". Leadership has evolved to a point where leaders are required to be multi-skilled and knowledgeable in managing diverse people and institutions to achieve the institutional objectives as effectively as possible, as Mushtaq, Qureshi and Javaid (2019: 49) conclude. Therefore, leadership means having skills, knowledge, and experience to lead a multicultural institution to effectively manage and deliver the institutional goals. It is evident that skills and knowledge influence the process of leadership and are common denominators in leadership support. These are explored as core elements of leadership needed within CLCs in managing the curriculum instruction that could be negatively impacted by misconduct.

2.3.2 The Concept Support

The concept of support in education could not be located as far as the researcher has researched. Instead, there are concepts such as social support as suggested by Roshan, Alhani, Zareiyan and Kazemnejad (2020); peer support (Dennis, 2002); and family support (Kamaryati & Malathum, 2020) amongst others. Hence the researcher defines support as "the act or process of supporting or the condition of being supported" (Merriam-webster.com/dictionary, 2022). Therefore, in the context of this study, the concept of support means the process of supporting CLC leaders in managing curriculum delivery. According to Edinger and Edinger (2018: 573) there is a strong relationship between institutional support and lecturer efficacy. When CLC leaders are guided and supported, they, in turn, can be able to guide and support lecturers in carrying out their job effectively.

A communal spirit pervades indigenous people's practices, leaders can leverage the values underpinning these practices towards ensuring sound conduct and in turn successful management of curriculum implementation as proposed by Setlhodi (2020: 6). Hence, they must be guided and supported to achieve their mandate. Failure to guide and support leaders may translate into them being unable to support and guide staff. While leaders ought to guide and support staff, lack of knowledge on how to go about guiding and supporting remains an expectation difficult to undertake because they may lack the prowess to carry this responsibility through (Oslen, 2018: 1). In the context of this study, reciprocal relationship is based on Ubuntu. It is when individuals take individual responsibility for their contribution through teamwork in achieving the planned community project goals. It is a teamwork spirit expected from the district officials in support and guidance of the CLC leaders, who in turn must reciprocate by leading their institutions, supporting, and guiding staff members under their leadership. Thus, all relevant role players are expected to support one another and work towards a common goal of effectively having the curriculum delivery managed.

2.3.3 Definitions of Leadership Support

Leadership support is a process driven by innovation and collaboration for the success of the organisation as proposed by Zach (2016: 271). DeJoy, Bowen and Baker (2009: 13-22) cited in Hoert, Herd and Hambrick (2018: 1055) support this view of leadership support as a process where "leaders allocate the budget, define policies and influence the focus of the organisation through their vision, mission, strategic plan and goals". These definitions mean leadership support is a process of being supported and supporting others through resources and collaboration. This means CLC leadership support is a collaborative process including professional development amongst role players influenced by resources (budget) to achieve organisational goals.

CLC leaders are appointed in leadership roles to lead and manage the day-to-day administration and operations of the whole institution responsibly. They are expected to meet the administrative and operational responsibilities depending on the skills, knowledge, and experience they have and whether they are guided and supported or not, states Mothapo (2019: 48).

CLC leadership and management were under the Department of Basic Education (DBE) since the early 1970s until 2015 when the sector was moved to the Department of Higher Education and Training (DHET) as indicated by Ngubane (2016: 1). This means that there were no clear guidelines and responsibilities for CLC leaders on how to lead and manage these institutions to ensure successful management of the curriculum or what was expected of them as education managers and leaders (DBE, 2015: 3). CLCs were managed and led by leaders with the adopted DBE policies which were less effective based on the context.

2.3.3.1 Leadership support as a concept

Harwick-Franco (2019: 302) views leadership support as a process of providing specific professional development to educational leaders depending on their skills and knowledge. This view is supported by Lee (2009) who indicates that traditional leaders are supported by basing their development on the values of reciprocity, support, purpose, and vision. This means the professional development of educational leaders is informed by the above values for effective leadership support in the institutions they lead. Therefore, in the context of this study, the concept of leadership support is based on reciprocity as the principle of Ubuntu.

2.3.3.2 Leadership support as an interdisciplinary and holistic approach in community learning centres

Managing diverse people and having successful institutions may arguably require fusing Ubuntu within Ubuntu leadership. The show of Ubuntu in employing Ubuntu leadership is important in ensuring that the values underpinning Ubuntu inform such leadership as suggested by Setlhodi (2019). Hence the values of compassion, collectivism and voluntarism are significant in applying Ubuntu-inspired leadership (p.130). Adopting and using Ubuntu as a suitable and effective value for the leadership to discharge their work in leading CLCs can allow leaders in these institutions to manage the curriculum effectively and efficiently, be considerate of their context and understand what informs or impedes practices. To succeed in their leadership responsibilities, Ubuntu-inspired leaders endeavour to devise plans that enable them to succeed in achieving the institutions' vision while incorporating other forms and ways of leading, basing them on processes informed by Ubuntu (Khoza, 2012). Ngcobo (2010) maintains that successful curriculum management and academic

performance, institutional culture and resolute leadership are key in instilling the principles of ubuntu and ensuring sound management of curriculum delivery. Educational leadership approach and practice based on ubuntu leadership, are arguably effective in making curriculum delivery managers responsible, according to Seashore, Leithwood, Wahlstrom, and Anderson (2010: 75). My study adopts four core ubuntu leadership practices and related practices that inform resolving misdemeanours leading to misconduct, and curriculum management, which can apply to the CLCs as illustrated in Table 1 below, as adapted from Seashore *et al.* (2010).

Table 1: Core ubuntu Leadership Practices and Related Practices

No:	Core ubuntu Leadership Practices	Related Practices
1.	Setting Direction	•Building a shared vision •Fostering the acceptance of group goals •Creating high-performance expectations •Communicating the direction
2.	Developing People	•Providing individualised support and consideration •Offering intellectual stimulation •Modelling appropriate values and practices •Tackling unwarranted behaviour leading to misconduct
3.	Redesigning the Organisation	•Building collaborative cultures •Restructuring the organisation to support collaboration •Building productive relationships with families and communities •Connecting the school to the wider community
4.	Managing the Instructional Program	•Staffing the program •Providing instructional support •Monitoring school activity •Buffering staff from distractions to their work •Aligning resources

Adapted from Seashore, Leithwood, Wahlstrom, and Anderson (2010) Investigating the links to improved student learning: Final report of research findings. (p.75)

The core leadership practices and related practices presented above have relevance in this study as they are laden with characteristics of ubuntu such as collaboration (shared vision, group goals, communication, collaborative cultures), compassion (support and consideration, productive relationships, connecting with others) and volunteerism (connecting to the wider community) as mooted by Setlhodi (2019). The core leadership practices as demonstrated in Table 2 adapted from Nappi (2019: 61) are discussed as follows:

Setting a direction – *building a shared vision and fostering the acceptance of group goals* has to do with the communal spirit of ubuntu where all relevant role players are expected to work together towards a common goal, claims Ngubane (2016: 12). To achieve this communal goal of ubuntu, the CLC leaders need to consider involving all individuals and parties when developing a vision to be agreed upon by the stakeholders as suggested by Campbell-Stephens (2015:6). Then, they should share the vision of the institution with all stakeholders so that all are aware of the direction their institution intends taking as suggested by Chivasa (2019: 126). CLC leaders should apply the communal spirit of ubuntu which is collaborative and arguably the most effective way of getting a buy-in from all stakeholders in terms of the direction the institution ought to take. The necessary curriculum guidance and support regarding leadership imperatives within CLCs would be better understood. Thus, Campbell-Stephens (2015:8) opines that the CLC leaders' guidance and support should be within the context of ubuntu leadership to tackle misconduct behaviours and achieve effective management of curriculum delivery.

Developing people – Some writers (Wang, 2019 in Takeuchi, Wang, and Farh, 2020: 240) argue that one of the responsibilities of leaders is to develop people. This, in the context of core leadership practices, involves providing individualised support and consideration, tackling misconduct, offering intellectual stimulation and modelling appropriate values and practices as flagged in the table above. Leaders are expected to understand each staff member's competence and consider planning for their development and or support as suggested by Bernadi, Puja Shah, Lyons, Olavarria, Alawadi, Leal, Holihan, Bass, Jakey, Kao, Ko, Kuo, Loor, Zheng and Liang (2020: 6). This can be through staff performance scores in line with performance management

processes as legislated. Performance management in the CLCs is regulated through the Integrated Quality Management System (IQMS) for Public FET College Based Educators (Education Labour Relations Council (ELRC) Resolution 2 of 2010). Once leaders have discussed with staff through IQMS for Public FET College Based Educators and agreed on the areas staff require development, it is their responsibility to plan for such development or support staff plans to develop, particularly on matters that will enable the improvement of curriculum implementation (Minthorn, 2020: 63-64; Shengnan and Hallinger, 2021: 4). Continuous modelling of the values inspired by the ubuntu way of leading, such as compassion and collaboration can encourage staff to approach their leaders when they need support. Setlhodi (2019) opines that this can further encourage improved conduct because everyone endeavours to cooperate within a collective. This in turn can enable leaders to manage the curriculum effectively because they can encourage those with best practices to pair with those who may be lacking in curriculum delivery for support and development so that they are brought to speed with work expectations, thereby eliminating acts of misconduct and enabling effective and efficient management of the curriculum.

Developing and supporting staff is one way of stimulating the intellect and encouraging staff to continue learning and improving themselves and can serve one-factor leaders to improve their institutions. They in turn require support and guidance to achieve this goal successfully. The kind of guidance and support to be offered, which may be informal as mandated by the situation at the time and can go a long way in working towards a common goal of achieving desired work conduct and effective curriculum delivery within CLCs (Twikirize *et al.*, 2019:23), in reforming their institution towards desired work ethics.

Redesigning the organisation – Striving to keep improving an institution requires leaders to continue redesigning and modelling operations until they get it right. This is about understanding the institution's weaknesses and strengths in effectively managing curriculum delivery based on misconduct or improved conduct. Redesigning in this context involves; Building collaborative cultures in teaching and learning; Restructuring the organisation to support collaboration to improve professional conduct; Building productive relationships with stakeholders; and connecting the

centre to the wider community, as a way of enhancing practices in line with the table above. Among others, modelling operations entail the involvement of all stakeholders to instil and employ expected good professional conduct. Stakeholder involvement must include curriculum activities within the CLC from the planning, managing, and delivering stages facilitated by the CLC leader. Leaders must allow stakeholders to guide and support them to take the necessary responsibility of tackling the misconduct that may impact curriculum delivery. This will make stakeholders feel part of the process and take full ownership of the process which leads to collaborative cultures aimed at the possibility of achieving effective curriculum delivery if needed, through the institution.

Building collaborative cultures and restructuring the organisation to support collaboration – Organisational culture within the CLCs, as in all other organisations, influences the structure of an institution which includes how teaching and learning are managed by the CLC leader who is expected to employ the collaborative culture of ubuntu leadership. CLC leaders should foster an effective collaborative culture of ubuntu leadership in teaching and learning based on the African belief of Ubuntu "I am because we are" for cooperation to prevail within the CLCs, says Keane *et al*. (2016: 165); and Campbell-Stephens (2015:5). This belief is in line with the spirit of teamwork and communal approach to support and build desired cooperation within CLCs. Teaching and learning activities that are collaborative and supportive of the restructuring of the institutions should be implemented by the CLC leaders. If CLC leaders are not supported and guided, they should be for the development of the whole organisation to achieve improved conduct. This culture of oneness, which is collaborative, seeks to support the necessary collaboration in an African context. The collaboration is indigenous by nature and specifically in South Africa, where CLC leaders have a responsibility of improving the conduct and cooperation within CLCs. Especially in working with different people from different cultural backgrounds as noted by Mazzocchi (2020:2); and Campbell-Stephens (2015:8).

Managing the instructional programme – *providing instructional support and monitoring school activity* is one of the key responsibilities of the CLC leaders within the CLCs and it is informed by the objective of this study to find out if these leaders

are guided and supported or not, in managing the curriculum delivery effectively. This important responsibility can be effectively applied and achieved within the indigenous context in which these CLCs operate. Instructional support and monitoring activities should include indigenous ways of Ubuntu in everyday teaching and learning. Therefore, according to Muzingili and Chikoko (2019: 83), Ubuntu could be the major factor, if not the only one, in achieving the aim of this study to probe whether CLC leaders are guided and supported or not in managing curriculum delivery effectively. The philosophical principles of Ubuntu in reciprocity, responsibility, relevance, and respect says Twikirize, *et al,* (2019:22), should be employed by the CLC leaders in their quest of achieving the required support and guidance if they are not supported or guided by relevant role players in CLC lecturers, and district officials. These philosophical principles are also pillaring to lay a foundation for a conducive environment to probe whether CLC leaders are guided and supported or not to manage instructional programmes which are directly informed by effective delivery of curriculum within CLCs.

Therefore, effective leadership in managing curriculum delivery within an indigenous environment that these CLCs are operating in, can be capacitated by employing indigenous paradigms and methodologies that will inform theoretical thinking and knowledge based on Ubuntu philosophy as argued by Campbell-Stephens (2015:2; Seehawer (2018: 453); and Dube, Zikhali and Dube (2019: 338). This includes probing if CLC leaders are guided and supported or not, in managing curriculum delivery effectively as the objective of this study.

The community project that is aimed at making life better for learners and then the community should be successful if it is based on human respect supported by Ubuntu philosophy as noted by Van Eeden (2019: 30). The communal spirit plays a vital role in maintaining the foundation of teamwork. Building a reciprocal relationship with relevant stakeholders remains one of the fundamental requirements in African leadership, in this case, CLC leaders as pointed out by Seehawer (2018: 459; Gu, Rea, Hill, Smethem & Dunford, 2014: 54). CLC leadership should employ respect for different cultures as they evolve to achieve institutional curriculum goals, as proclaimed by Gumede (2017: 84). African leadership should also be based on

Afrocentric and the historical background of the people one is leading when probing whether leaders are guided and supported or not in managing the curriculum delivery effectively. Louis et al. (2010) place the learner at the centre of the African leadership process that is aimed at learners' academic progress which is informed by the philosophy of Ubuntu.

2.3.3.4 Definition of leadership support for purposes of this study

A preponderance of literature indicates that leadership is viewed as a communal process for the benefit of all by Eagly and Carli (2007); Javidan, House and Dorfman (2004) cited in Haber (2012: 28). In their studies, they found that leadership is viewed by the students as a communal process for the benefit of all. On the other hand, Mowat and McMahon (2019: 174) agree when perceiving leadership as an educational process based on all stakeholders such as teachers and school managers sharing the responsibility in the respective roles they play. This means professionalism of leaders arguably, should be informed by embracing a communal spirit in the context of this study.

The professional responsibility of educational leaders and managers is now outlined through the South African Standards for Principalship in 2015 (SASP), which is aimed at enhancing the professional image and competencies of education leaders (DBE, 2015). Leaders should manage the curriculum with a clear understanding of what their role is and how they should fulfil it as leaders (DBE, 2015:3). The literature also shows that Karadag (2020) found that CLC leadership yields positive student results in Asia because collective cultural context compared to the individualistic cultural environment of the USA. Lu and Smith (2020) explain that in China, CLC leadership is effective when it is employed through a shared model which is a communal spirit in the context of this study. Agi, Levidoe and Anthony (2015); Olujuwon and Perumal (2015) submit that leadership in Nigeria is meant to improve decision-making that would positively impact curriculum instruction to achieve institutional goals. Whereas Okitsu and Edwards (2017) suggest that in Zambia, CLC leadership is community driven and lecturers are not effective in delivering the curriculum due to a lack of resources.

In South Africa, there is a lack of development for CLC leadership as suggested by Setlhodi (2017). In her (2020) study, she further indicates that CLC leadership and

leading require collaboration within a conducive social context to achieve desired results. While Steyn (2016) asserts that CLC leadership in South Africa is a tool for creating a collaborative lecturer environment towards achieving institutional goals. It depends on when and how the leader acquires the necessary resources of capacity, authority, and influence towards leadership as noted by Agi *et al.* (2016: 77-78). After all, CLC leaders are expected to play their leadership and management roles to the best of their ability towards achieving the national goals in education.

CLC leaders are appointed in leadership roles to lead and manage the day-to-day administration and operations of the whole institution responsibly. The success or failure of the institution to meet these administrative and operational responsibilities depends on the skills, knowledge, and experience of the CLC leaders and whether or not they are guided and supported, Mothapo (2019: 48) argues. CLC leadership and management were under the Department of Basic Education (DBE) from around the early 1970s until 2015 when the sector was moved to the Department of Higher Education and Training (DHET) as pointed out by Ngubane (2016: 1). This means there were no clear guidelines and responsibilities for CLC leaders on how to lead and manage these institutions to ensure successful management of the curriculum or what is expected of them as education managers and leaders (DBE, 2015: 3). CLCs were managed and led by leaders with the adopted DBE policies which were less effective based on the CLC context that is different to the mainstream one.

Supported leaders tend to produce expected results, argues Montes, Moreno and Morales (2005: 1159); Milner, Greyling, Goetzel, Da Silva, Kolbe-Alexander, Patel, Nossel and Beckowski (2015: 514); and Zach (2016: 272). Therefore, when CLC leaders receive the necessary support from district officials and lecturers, they should be able to manage the curriculum delivery effectively. This means without the required support, the effective management of curriculum delivery will not be achieved. Hence this study advocates for district officials to assess how the lecturers plan, monitor, deliver and evaluate curriculum delivery and report to the CLC leaders and the district office. Such intervention may be one way of supporting CLC leaders who are themselves not curriculum specialists, even though they are charged with the responsibility to manage it. These intervention strategies should be implemented by CLC leaders, lecturers, and district officials to improve unwarranted conduct within the system.

Therefore, this study approaches professionalism and professional conduct from the point of CLC leaders. In the same vein, the South African Standards for Principalship (SASP) (DBE, 2015: 9), assert that professional conduct of education leadership and management is based on four elements which must be fulfilled by leaders for effective leadership and management. These elements include subscribing to educational ethics; subscribing to social values; processing skills and knowing key areas of educational leadership and management. These elements are in line with the ten professional standards for educational leaders which provide direction for CLC leaders in managing curriculum development (Nappi, 2019: 61):

Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student. Thus, CLC leaders must enforce these and support the lecturers and other role players to achieve their institutions' vision and implementation of shared values.

Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. CLC leaders should provide the necessary teaching and learning support such as training, development and materials for lecturers to improve the students' results.

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Leaders should make sure that they manage lecturers' professional conduct effectively based on cultural practices within the CLCs. Lecturers should be equipped with professional knowledge and skills to effectively present the lessons that encourage individual students to participate and achieve the lesson outcomes.

Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Lecturers should receive intellectual support and development from the CLC leaders to assist students in achieving academic success.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of

each student. Leaders must provide a conducive teaching and learning environment for lecturers to teach and students to learn effectively.

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Lecturers will be professionally capacitated by CLC leaders through an Integrated Quality Management System (IQMS) that looks at an individual's identified development goals aligned to the centre's goals in support of students' success.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Leaders need to effectively employ different leadership styles depending on the specific educational matter they address at the time to achieve professionalism from the lecturers and all other staff members.

Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Teamwork and cooperation from all internal and external role players requires CLC leaders to be inclusive in their approach. Respect for each role player when managing the curriculum delivery for the benefit of the students.

Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Fair distribution of the teaching and learning resources is a basic requirement for the CLC leaders to manage the lecturers as the curriculum agencies. Thus, CLC leaders need to include lecturers in the whole process of distributing resources.

Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. CLC leaders must make sure that they include all the relevant role players in the process of effective teaching and learning. Leaders need to plan, implement, and control the effective management of curriculum delivery for the benefit of students.

When CLC leaders receive the necessary professional support from the Department of Higher Education and Training (DHET), district officials and lecturers, they should be able to manage the curriculum delivery effectively as argued by Montes *et al.* (2005); Milner *et al.* (2015); and Zach (2016). This means without the required support,

the effective management of curriculum delivery will not be achieved. Hence this study advocates for district officials to assess how the lecturers plan, monitor, deliver and evaluate curriculum delivery and report to the CLC leaders and the district office. Such intervention may be one way of supporting CLC leaders who are themselves not curriculum specialists, even though they are charged with the responsibility to manage it. These intervention strategies should be implemented by CLC leaders, lecturers, and district officials to improve unwarranted conduct within the system. Furthermore, CLC leaders should manage the required teaching and learning materials to support the intervention strategy after the district office has provided these materials.

2.4 AIMS, GOALS AND OBJECTIVES OF LEADERSHIP SUPPORT

2.4.1 Introduction

This study endeavoured to explore if CLC leaders are supportive of managing curriculum delivery effectively. Thus, this section discusses the aims of leadership support, including the goals and objectives of leadership support.

2.4.2 Aims of leadership support

Leadership support aims to assist leaders to achieve their institutional goals which include the management of curriculum delivery as one of the main goals as Hardwick-Franco (2019: 302) points out. Professional development, knowledge and skills are important for leaders to achieve the set institutional goals (Hardwick-Franco, 2019).

The professional responsibility of educational leaders and managers is now outlined through the South African standards for principalship in 2015 (SASP), which aimed at enhancing the professional image and competencies of education leaders as stated in the DBE (2015). Leaders ought to manage the curriculum with a clear understanding of what their role is and how they should fulfil it as leaders (DBE, 2015:3). The literature also shows that Karadag (2020) found that CLC leadership yields positive student results in Asia because of the collective cultural context compared to the individualistic cultural environment of the USA.

Lu and Smith (2020) explain that in China, CLC leadership is effective when it is employed through a shared model (communal spirit). Agi, Levidoe and Anthony (2015); Olujuwon, and Perumal (2015) submit that leadership in Nigeria is meant to

improve decision-making that would positively impact curriculum instruction to achieve institutional goals. Whereas Okitsu and Edwards (2017) suggest that in Zambia, CLC leadership is community-driven, and lecturers are ineffective in delivering the curriculum due to a lack of resources. In South Africa, there is a lack of development for CLC leadership, as pointed out by Setlhodi (2017). CLC leadership and leading require collaboration within a conducive social context to achieve desired results as argued further by Sethlodi (2020). While Steyn (2016) asserts that CLC leadership in South Africa is a tool for creating a collaborative lecturer environment towards achieving institutional goals. It depends on when and how the leader acquires the necessary resources of capacity, authority, and influence towards leadership (Agi, *et al.*, 2016: 77-78). After all, CLC leaders are expected to play their leadership and management roles to the best of their ability towards achieving the national goals in education.

2.4.3 Goals and Objectives of Leadership Support

DeLoach and Miller (2017) define a goal as an explanation of why a certain duty is important. It is "the end toward which effort is directed" (Merriam-webster.com/dictionary, 2022). An objective is defined as "something toward which effort is directed" (Merriam-webster.com/dictionary, 2022). The main goal and objective of leadership support is to achieve institutional goals as effectively as possible as argued by Hardwick-Franco (2019); DBE (2015); Karadag (2020); and Steyn (2016). Therefore, CLC leaders should be supported in managing their main goal and objective which is curriculum delivery.

Some writers (DBE, 2015; Minthorn, 2020; Negiş Işik, 2020) claim that literature indicates leadership support as the main contributing factor in making educational leaders successful in achieving their institutional goals and objectives. Lack thereof generally has a negative impact on leaders to achieve as expected (Setlhodi, 2019; Alieva, Rybakova, 2020). Hence it is imperative for all relevant role players who are supporting leaders to effectively play their respective roles as pointed out by Setlhodi (2019); Karadag (2020); and Steyn (2016). In the context of this study, district officials and lecturers should take responsibility, build reciprocal relationships, make relevant contributions, and respect others in the process of performing their respective duties towards supporting leaders.

This study looks at the effort of all relevant role players as important because it intends to find out how CLC leaders are supported and guided by relevant role players in CLC lecturers, and district officials when it comes to managing the curriculum delivery effectively. Thus, their collective efforts towards teamwork spirit by combining knowledge and skills should have a positive contribution in supporting leaders (Mashile and Matoane, 2016: 56). Notwithstanding the fact that CLC leaders should apply responsible, reciprocal, relevant and respectful professionalism in performing their duties to support CLC lecturers and district officials respectively.

Khambule (2015: 33 - 49) looks at ubuntu leadership as the existence of an individual that depends on others to develop a team that works together to achieve a common goal by treating each other with respect and dignity. Campbell-Stephens (2015: 11) identifies Ubuntu leadership as consisting of elements of respect, trust, and equity for the benefit of everybody. Ubuntu leadership has to do with collective efforts and behaviour that agree with African mutuality in leader-follower relationships (Ali & Terry, 2017: 20). A participant in research conducted by Khambule (2015: 49) perceived ubuntu leadership as, "It is when the managers see the value in human beings, treating them with dignity and respect".

2.5 A THEORETICAL PERSPECTIVE

Theoretical framework resembles a configuration meant to support a theory of a scientific study and outlines the reason for the existence of a research problem, opine Lederman and Lederman (2015). Through a theoretical framework, the structure of the research is outlined and defined epistemologically, philosophically, analytically, and methodically as suggested by Grant and Osanloo (2014). It is the lens through which the identified problem was assessed in this study. The concepts underpinning the problem informed the chosen theory and thus are intended to confirm the relevance of the theory chosen in this study (Vinz, 2019; Imenda, 2014). The researcher chose to employ ubuntu as a theoretical framework for this study because it is indigenous in nature, and it can satisfy all facets of human life as mentioned by Maserumule (2019:33). Furthermore, Maserumule (2019) asserts that its theoretical basis and philosophical expression is of public good for Africans.

The objective of this study was to investigate the extent to which support and guidance or lack thereof of CLC leaders affect the effective management of curriculum delivery. The key concepts informing the choice of ubuntu theoretical framework are outlined in the key concepts of the problem and the objective for this study which include: Community Learning Centres, Leadership, support, curriculum delivery, and management. These concepts can also be best suited to the context of indigenous knowledge (IK) systems.

Indigenous knowledge (IK) is increasingly recognised as a fundamental and central issue in academic research, especially in the African context by Briggs (2013) and Anon (2018). Indigenous people are regarded as traditional and self-defined original landowners (Altman & Markham, 2015: 126). As an indigenous South African and a developing indigenous researcher in education, I am inspired by indigenous knowledge because it speaks to the life experiences and a way of living, which is informed by indigenous research processes that differ from Western research processes as claimed by Keane, Kuphe and Muza (2016: 164).

Indigenous knowledge is developing as an alternative way of knowing within the sphere of formal science (Biggs, 2013: 240). The following direct quote by Pidgeon (2019: 4) summarises the progress made by IK researchers based on the Indigenous Research Paradigm (IRP) which includes the main reason for employing the philosophy of Ubuntu through its principles in this study.

> "An IRP also connects Indigenous nations globally and…are informed by tribal and place-based differences. Commonalities exist between nations, but each has its values, beliefs, ethics, protocols, and processes…" IRP reflects a decolonising process whereby Indigenous communities…are reclaiming and recentreing their knowledge, languages, and cultural practices as part of the research…"

This study utilised Ubuntu as a theoretical framework which is also referred to as a theory (Letseka & Pitsoe, 2013: 2; Maserumule, 2019: 34; Zireva, 2016:19). The philosophy of Ubuntu looks at a human being holistically in terms of the African way of life that is informed by indigenous knowledge as pointed out by Zireva (2016: 23). Humans are part of the family structure, which forms part of a community, local,

provincial, national structures and ultimately the international community. The indigenous way of life is based on values such as respect, relevance, reciprocity, and responsibility, among others as reported by Twikirize, *et al,* (2019:22). These are the four principles that inform ubuntu philosophy employed in this study.

These aforementioned ubuntu principles could essentially inform both leaders and the staff in the CLCs, depending on their socialisation. There is a need to practice *Respect* by both CLC leaders and staff to lead, manage, and deliver the curriculum effectively. It is the *responsibility* of the CLC leaders to *reciprocate* the desired *and relevant* attitude to build cordial relationships and trust with all role players as stated by Pidgeon (2019: 10).

Ubuntu is based on principles of respect for others and a relevant communal spirit for the good of the community, reciprocated respect within the CLC communities to bring about the will to take responsibility when managing the curriculum delivery as mentioned by Lefa (2015: 5). By employing the four mentioned principles of ubuntu, the CLC leaders can ensure that the way lecturers dispense their work is marked with humaneness, as argued by Letseka and Pitsoe (2013: 32); Seroto (2019: 41). Umuntu means a human being in isiZulu, one of the South African official languages. Umuntu is identified holistically as a spiritual, intellectual, emotional, and physical being. Abantu (plural of umuntu in the IsiZulu language) are expected to conduct themselves in a way that reflects ubuntu, which also refers to a value that recognises other beings among humans as reported by Sambala, Cooper and Manderson (2019: 1). In the context of this study, recognising fellow workers and other stakeholders is by employing the four principles of ubuntu which are respect, reciprocity, relevance, and responsibility.

Working together can encourage people to reciprocate the good observed in others, thereby leading to collaboration, which marks an integral component of the value of ubuntu (Setlhodi, 2019), and essentially has the potential to bring about relevance in the effective implementation of curriculum management within the CLCs. According to Setlhodi and Ramodikela (2020), the relevance brought about by the value of ubuntu encourages people to assume responsibility in carrying out their work diligently.

People take responsibility for their actions for the common good of the community and as a sign of respect for the goals set by a collective and for the common good of their community (CLC community in this context) as stated by Luckett and Shay (1995: 9). This chapter proposes to address indigenous knowledge through the origins of ubuntu and ubuntu application.

2.5.1 The theoretical framework of leadership support on curriculum management

The way knowledge is processed, studied and explained, is defined as a theoretical framework of research as indicated by Kempen (2014: 9). Ubuntu philosophy was chosen as a theoretical framework as mentioned by Sambala, Cooper and Manderson (2019: 1); Banda (2019: 204) because the researcher sees the views of the CLC leaders as the reality that was constructed by the participants themselves during their interaction with the researcher in a social context (Creswell & Creswell, 2017: 243). The Ubuntu philosophy, as a theoretical framework in this study, is influenced by the following definitions, amongst others, which emphasise the principles of ubuntu within indigenous communities:

(a) "The philosophy of ubuntu promotes teamwork, collaboration, group cohesiveness, group support, the dignity of all human beings and self-respect. Its cornerstone is a deep sense of belonging, be it the extended family, the clan or the community" (Twikirize, et al, 2019: 23). In this study, a collaboration between district officials, CLC leaders and lecturers is important to establish teamwork and a sense of ambience to lead and manage the curriculum effectively.

(b) "Understood as humanness, Ubuntu encompasses a dimension of becoming human and being human. Both dimensions are realised through lived community and respectful, caring relations with other living beings and the environment. Thus, ethical protocols evolve around relating positively to others" (Seehawer, 2018). In this context, reciprocal relationships and respect amongst all stakeholders should influence the activities of managing curriculum delivery effectively to produce the necessary outcomes.

(c) "I too agree that Ubuntu is a communal way of life which demands that society is run for the sake of everyone", what is worth noting is the fact that Ubuntu becomes the primary driver, as the way of life of the African…" (Forster, 2010). The communal spirit

of ubuntu that prevails as a way of life for district officials, lecturers and CLC leaders should be used as a stepping stone towards working together for a common aim of this study in finding out whether or not CLC leaders are guided and supported.

(d) "…the principles which oversee the indigenous relationships with nature, like reciprocity and caretaking. These principles move from a profound sense of unity and interconnectedness and emphasized on the importance of giving back to nature" (Mazzocchi, 2020). In the context of this study, role players should forge unity amongst themselves and contribute towards managing the curriculum delivery for the benefit of all. This brings to the fore the need to continuously work together reciprocally and remain caring for each other, which is another way of giving back to nature.

(e) "Ubuntu, therefore, is an African Philosophy that encapsulates the African reality in its entirety, including human interaction with the environment. Ubuntu is merely the communitarian-based social organisation of the African people, as such every and any aspect of the African person is and must be determined from the relations that exist between one African and everyone else in the world" (Kapepu, 2019). For the benefit of this study, a relationship informed by reciprocity and respect between African indigenous individuals in this study is crucial. It is an indication of whether the research aim of finding out whether CLC leaders are guided and supported or not would be achieved or not. The philosophical basis of Ubuntu that is demonstrated by the above definitions is in line with the philosophical basis of the phenomenological design which is crucial for the benefit of this study designed to contribute to indigenous knowledge (Creswell, 2014: 14) in this context.

A theoretical foundation for this study was underpinned by ubuntu philosophy to better understand the realities to which lack of CLC leaders' support and guidance or not enables or otherwise, handling misconduct decisively and impacts on effective management of curriculum delivery. Ubuntu philosophy is defined as a way of life for indigenous African people (Lam et al, 2020: 1). This way of life is how they understand the world and nature around them through social interactions with others. Through ubuntu philosophy, participants construct their indigenous meaning and develop their indigenous point of view to understand the phenomena under investigation (Aldridge, Fraser & Sabela, 2004: 245). In the same breath, the four principles of ubuntu applied in this study encourage teamwork through social interactions based on indigenous

participants' own experiences for the world to make sense to them (Twikirize et al., 2019: 23). It is hoped that constructed realities will be studied and interpreted to answer the research questions of how what and when, based on ubuntu philosophy in this context. Figure 1.1 below illustrates how the philosophy of ubuntu informs the framework and principles employed in this study regarding the leadership of CLCs.
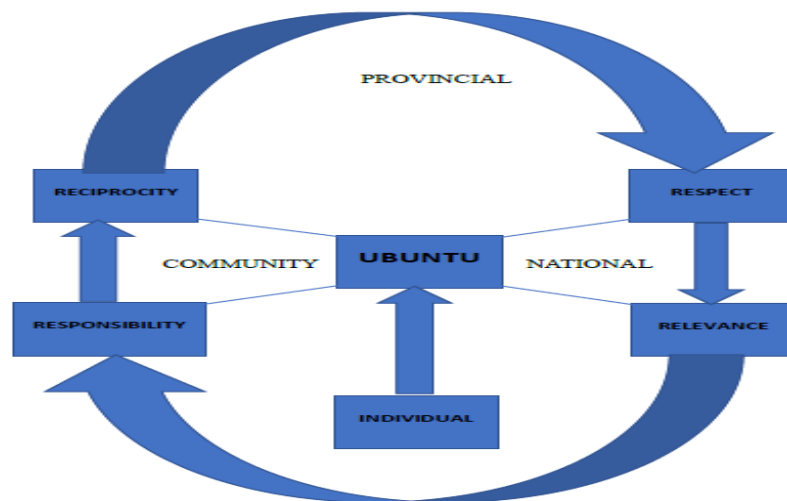
FIG 1.1 Ubuntu Theoretical Framework
(Adapted from Pidgeon (2019: 8) Indigenous Wholistic Framework)

The framework is adapted from Pidgeon's (2019) Indigenous Wholistic Framework.

2.5.2 The different theories around the definition of leadership support

According to authors such as Grant and Osanloo (2014), the theoretical framework is a framework based on an existing theory in a field of inquiry that is related to and/or reflects the hypothesis of a study. The theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory, assert Grant, *et al.* (2014). Furthermore, Grant *et al.* say in a postgraduate thesis or dissertation, all aspects of the research are expected to connect to the theoretical framework. Brondizio, Leemans and Solecki (2014) view the theoretical framework as a specific theory or theories about aspects of human endeavour that can be useful to the study of events. There are different western knowledge leadership theories used in educational leadership and they include behavioural, contingency, great man or trait, situational, participative leadership, skills, transformational or transactional theories (Vasilescu,

2019: 49). These theories are briefly explained in the table below, adopted from Vasilescu (2019):

Table: 2 General Theories of Leadership

No:	Theory / School	Description
1.	Behavioural theory	Describes leadership in terms of people – and task orientation, suggesting that people can learn to become leaders through training and observation.
2.	Contingency theory	Suggests that leaders' influence is contingent on particular variables related to the environment determining leadership styles.
3.	Great Man or Trait theory	Assumes that the leadership capacity is inherited and studies particular personality or behavioural characteristics or traits to understand their accomplishments as leaders.
4.	Situational theory	Emphasises the importance of shaping leaders' responses to be more relationship or task motivated, or more authoritative or participative.
5.	Participative leadership theory	The ideal leadership style takes the input of others into account.
6.	Skills theory	States that learned knowledge and acquired skills/abilities are significant factors in the practice of effective leadership.
7.	Transactional or Transformational theory	Focus on the connection and the exchanges formed between leaders and followers. A transactional leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences associated with meeting or not meeting expectations, while transformational leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential.

Adopted from Vasilescu (2019) Leadership styles and theories in effective management activity. (p.49).

Some theories can effectively address leadership support in the context of this study from the table above. These include behavioural theory, participative leadership theory, skills theory and transactional or transformational theory. The behavioural theory addresses the professional development that leaders need as part of their support and the support that leaders should provide to their followers as argued by (Vasilescu, 2019; Bass, 1960 cited in Van Seters & Field, 2007: 31). Participative leadership theory addresses teamwork that is expected amongst all role players based on reciprocal relationship and provide the necessary support to CLC leaders for effective curriculum management, Vasilescu (2019) argues further. Skills theory focuses on acquired skills and knowledge, which is the professional development of leaders for effective leadership support within CLCs (Vasilescu, 2019). The transactional or transformational theory deals with expecting individual participants to contribute towards a group project goal as pointed out by Vasilescu (2019); Bass, Avolio and Goodheim (1987); Burns (1978) cited in Bass (1995). Leaders, lecturers, and district officials are expected to take individual responsibility to contribute towards the management of curriculum delivery.

Different definitions of a theoretical framework above emphasise that a theoretical framework should be based on the existing theory, consisting of theoretical principles, must connect to all aspects of the postgraduate thesis, and must be about a human endeavour that can be useful to the study of events (Grant, *et al.,* 2014; Brondizio*, et al*., 2014). Therefore, ubuntu is an indigenous theory as argued by Letseka and Pitsoe (2013: 2); Maserumule (2019: 34); Zireva (2016:19), that is informed by respect, responsibility, relevance and reciprocity as its principles according to Forster (2010); Lefa (2015); Mazzocchi (2020); Sehawer (2018), Twikirize (2019); Pidgeon (2019). It is also connected to all aspects of this study, and it is about human endeavour (Lam, *et al.,* 2020:7) in effectively managing curriculum delivery. In Kaya *et al,* (p.42) words, African IK scholars "should produce an African indigenous theory of knowledge" based on the rich history of ideas and intellectual development in Africa. This indigenous theoretical framework should also clarify the role and relevance of African indigenous languages in knowledge production and sharing in the era of globalisation, which ubuntu is. Thus, in this study, I am advocating for the ubuntu philosophy to be used without any modification or addition that may attempt to make this African indigenous

theory another fit-in instead of an alternative way of knowing and contributing to the sphere of scientific research. Furthermore, it is worth noting that the idea of the concepts which tend to end with the 'gogy' is informed by the Western type of thinking in developing concepts within the research sphere, for example, Pedagogy, Andragogy, Pedangragogy, Ergonagogy and Heutagogy as stated by Bangura (2005); Samaroo, Cooper and Green (2013: 76).

The communal spirit and respect values are in line with the ubuntu theoretical framework, and they can, therefore, be aligned to ubuntu leadership employment for addressing unwarranted problems of misconduct for effective curriculum delivery management within CLCs as proclaimed by Mazzocchi (2020: 11); Dube, Zikhali and Dube (2019: 339), Seroto (2016: 43). It was fitting for this study to employ ubuntu leadership in probing whether or not CLC leaders are guided and supported in managing the curriculum delivery.

For the benefit of this study, the ubuntu theoretical framework supports ubuntu leadership based on ubuntu values, which is meant to respond to whether or not guidance and support are provided to CLC leaders in managing the curriculum and instruction to improve the learner success rate (Louis, Leithwood, Wahlstrom, Anderson, Michlin and Mascall 2010: 615-616).

2.5.3 Effective curriculum management

According to Fernández-Collazos, Núñez-Lira, Morales, and Rivera-Zamudio (2021: 468), effective management of the curriculum is a process where educational leaders are required to show their achievement of the planned institutional goals. Seechompoo, Chanphan; Senarit, Prapatpong, Kanjanaguart and Olan (2017: 150) concur by emphasising that effective curriculum management requires leaders to be provided with enough resources, monitoring and evaluation of curriculum activities from the planning to the implementation phase to achieve educational goals. Therefore, CLC leaders require the allocation of enough resources, and should monitor, and evaluate curriculum activities for effective management of the curriculum. CLCs leaders' support for effective curriculum management is discussed through

ubuntu philosophy as a normative concept, community policy and a pedagogical principle within the indigenous context (Letseka, 2016: 2) to probe whether CLC leaders are guided and supported regarding the effective curriculum delivery.

The philosophy of ubuntu should enhance how effectively CLC leadership play their role in their everyday leadership and management activities when interrelating with lecturers, district officials and other relevant stakeholders (Letseka, 2016: 4). The moral qualities of respect, human and communal aspects of African culture and its processes guide the way of life for Africans who were participants in this study (Chibvongodze, 2016: 157). The participants (CLC leaders, lecturers, and district officials) in this study have been brought up within the context of Ubuntu thus it was a relevant concept to use in this study. The origins of Ubuntu philosophy (humanness) in the Southern part of Africa, play a pivotal role in CLCs' effective management of curriculum because it is not just a concept or a philosophy but an ancient way of life in indigenous African communities (Letseka, 2000: 184; Letseka, 2000: 180).

CLC leaders, district officials and lecturers should treat each other in an ubuntu manner by applying empathy, understanding, warmth, justice, open communication, interaction, participation, sharing, reciprocation, harmony, cooperation, fairness, and congruence in their everyday activities towards the effective management of curriculum delivery (Zireva, 2016: 26; Makhudu, 1993:40).

Simply put by Zireva (2016: 24) "Ubuntu-oriented people are encouraged to create a conducive environment for others to learn new things" which is a foundation for continuous development of the required moral qualities mentioned above as informed by the philosophy of ubuntu for each individual (role player) within the community to be able to contribute as expected. This is within the communal spirit of ubuntu philosophy to propel CLC leaders in managing curriculum delivery effectively. Therefore, in the field of ubuntu philosophy, the normative concept, community policy and a pedagogical principle within the indigenous context by having a positive influence towards the success of curriculum management. CLC leaders, lecturers, and district officials are intricately intertwined in the Africa expression of *Umuntu ngumuntu ngabantu* and are informed by moral qualities to achieve effective management of

curriculum delivery, as per Zireva (2016: 24); Letseka (2016: 5); Makhudu (1993:40); Letseka (200: 186); Letseka (2014: 249).

2.6 CHAPTER SUMMARY

This chapter provided an argument for a theoretical perspective of leadership support for effective curriculum management. It highlights the importance of the nature of leadership support; analysis and definition of the concept leadership support; aims, goals and objectives of leadership support; and the theoretical framework of leadership support for curriculum management. Ubuntu theoretical framework based on its four principles of reciprocity, respect, responsibility, and relevance is employed to develop a scientific understanding in this study. Therefore, this chapter provided Indigenous Knowledge (IK) as an alternative way of knowing, on a formal science sphere and a vehicle to promote African research. The nature of leadership support is discussed within ubuntu leadership as informed by ubuntu philosophy. This is a way of life for Africans and was employed as an important characteristic for the relevance of indigenous research in academia. The significance of this way of life (ubuntu) was also used as an African indigenous research catalyst in this chapter. Most importantly, this way of life was employed as a theoretical framework of this study to bring to the fore its value. Leadership is at the centre of this study thus it was a focal point of this chapter as it looked at the analysis and definition of the concept leadership support; aims, goals and objectives of leadership support from an African indigenous point of view by using ubuntu as a foundation for its effectiveness and relevance. Professional conduct of lecturers requires CLC leaders to have professional and ethical conduct based on ubuntu in managing any professional misconduct that may have a negative impact on curriculum management and delivery within the CLCs. This chapter brings to the fore the importance of indigenous knowledge, and ubuntu which work hand-in-glove to indicate the necessary pillars of the African research sphere in the Southern part of this continent and to understand them as a way of life.

CHAPTER 3

CLC LEADERS' SUPPORT FOR EFFECTIVE CURRICULUM MANAGEMENT IN SOUTH AFRICA AND GLOBALLY

3.1 INTRODUCTION

There has been little or no debate about the type of curriculum delivered within the community learning centres (CLCs) since their inception in the early 1970s, according to Aitchison and Land (2019: 146). This section does not attempt to pursue this debate but instead, it looks at the management of effective curriculum within the CLCs during the three different transitional periods to find out how CLC leaders were guided and supported. Thus, management and leadership in education are discussed by looking at the three different periods within the CLCs in Gauteng province transitioned. The responsibilities of key role players within CLCs are discussed. CLC leaders' support to manage curriculum delivery within these periods is also discussed to find out the difference in terms of the CLC leaders' support. The expert conduct of professionals which included the CLC leaders, CLC lecturers and CLC district officials is also discussed.

Literature indicates the distinct difference between educational management and educational leadership as pointed out by Conolly and Ferit (2019: 504); Castillo and Hallinger (2018: 208). These authors define educational management as an act of responsibility by the leader in making sure that the systems and procedures of the educational institution are effective enough to achieve its goals. On the one hand, educational leadership is defined as a process of influencing others or followers in contributing positively to the attainment of the educational goals of the institution as proclaimed by Conolly and Ferit (2019); Castillo and Hallinger (2018). On the other hand, Shaturaev and Bekimbetova, (2021: 68) view educational management and leadership as a hand-in-glove process by arguing that when those carrying a delegated responsibility act in relation to that responsibility, they influence others and are therefore leading at the same time. Therefore, in the context of this study, the researcher shares the same sentiments as all the authors above because educational management and leadership are often used interchangeably or together depending on the context at the time. Yet they have different meanings and purposes.

Especially in education because management requires effective leadership skills and knowledge, while an effective leader requires good management skills and knowledge to achieve the institutional goals as stated in the DBE (2015: 3). Thus, for the benefit of this study, the educational management and leadership were used as hand-in-glove despite their distinct meaning as explained above. Therefore, CLC leaders need relevant and sound management and leadership skills to effectively manage and administer curriculum delivery within CLCs. This depends on the guidance and support they receive. Hence there was a need to address the CLC management and leadership in pre-transitional, transitional, and post-transitional periods. CLC leadership require curriculum support to manage the curriculum delivery effectively within the three transitional periods.

3.2 DIFFERENT VIEWS ON PROVIDING SUPPORT FOR THE MANAGEMENT OF CURRICULUM DELIVERY

Brazil

The South African Adult Community Education and Training (ACET) can learn knowledge from countries such as Brazil. Hanemann (2015) argues contrary to the lack of financial support in advancing curriculum delivery within the CLCs. Between 2003 and 2004, Brazil's adult education was managed through the state, municipalities, federal districts, and local organisations by approving adult development projects and sending funds directly to public institutions to accelerate curriculum delivery as stated by Hanemann (2015). The Secretariat for Continuing Education, Literacy and Diversity within the Ministry of Education was created through dialogue to monitor and evaluate teaching and learning, employ assessment, and manage finances between 2004 and 2006 in Brazil (Hanemann, 2015). Furthermore, between 2006 and 2007, the number of role players was reduced to only municipal and state governments as direct programme partners for effective management of the curriculum delivery. Learner accessibility and enrolment were increased to about 1,3 million learners a year and to the extent of learners with special needs due to advocacy campaigns used, such as radio and television. This led to the sound advancement management initiatives in these centres as stated by Hanemann (2015: 94), which was not the case in South Africa.

New Zealand

McGregor (2021) concurs with Hanemann (2015) by stating that New Zealand's Adult Community Education (ACET) indicates 'commitment, constraint and celebration' as the highlights of his study. McGregor's study points out the success that is achieved through commitment despite the available constraints (ibid). Chauvel (2019) cited in McGregor (2021: 82) asserts that about 600 providers, which include government institutions, local community organisations and private institutions, manage CLCs in New Zealand. These providers service three categories of tertiary education. Namely, CLCs that provide adult education, traditional universities, and vocational training in New Zealand. Between 2008 and 2011, CLC funding was reduced and there was a lack of support for learners, increased literacy and community cohesiveness according to McGregor (2021: 81). A supportive Labour-led coalition government with five CLC priorities (lifelong learning, social cohesion, community learning needs, basic education, and foundation skills) was elected in 2017. In May 2020, there was a policy change which led to an announcement to increase funding by NZ$16 million and an increase in the range of courses provided by CLCs from 2021 for a period of four years. Despite the lack of support and funding for CLCs, there was reasonable progress made and hope for effective management in future. This is a stark contrast to the support or lack thereof in South Africa as highlighted by Land and Aitchison (2017) above. Thereby making it difficult for leaders to effectively manage the curriculum due to a lack of support and resources.

Austria

A further argument that was contrary to the lack of support towards the management of curriculum delivery was noted in Austria, where the municipalities regulate adult education and provinces regulate funding as proclaimed by Marusynets (2020: 33). Hence enough provision of support and better leadership and management of the curriculum. Furthermore, CLCs in Japan were managed by the local government and there were also independent ones that were managed by local communities. Curriculum and funding responsibilities were decentralised to local government, making leading these institutions better and satisfying learner performance, as per Osayu (2021: 29-30).

It is evident from the above examples that countries such as Austria as highlighted by Marusynets (2020); Japan by Osayu (2021); and New Zealand as proclaimed by McGregor (2021) had effective structures at the district municipal level that seemed to yield the necessary curriculum support to CLC leaders in achieving effective management curriculum delivery. Especially because the required support was from the government department at the national level, directly to the district level and then to the CLC level. The above authors agree that leaders were supported with relevant curriculum support despite many challenges like the initial reduction of financial support that was experienced in New Zealand's ACET as stated by McGregor (2021). All the above studies follow the same example of having only three levels of curriculum support namely the national government, the district municipality and the CLC levels for effective management of curriculum support within the CLCs. Most importantly, the national government in these countries play their role by providing the necessary resources such as finances and LTSM, amongst others, to support the CLC leaders which is not the case in South Africa.

Ireland

Contrary to the countries mentioned above, some literature validates the lack of support for CLC leaders to effectively manage curriculum delivery. Ireland's CLCs were independently managed outside government structures to provide quick responses to local community needs. Their leadership was meant to be adequately supported and resourced to achieve their mandate, according to Cobain, Dowdall, O'Reilly and Suzuki (2021). Inconsistent funding is one of the main challenges faced by CLCs in Ireland and more research is recommended in this area according to Cobain *et al.* (2021). It is arguably the same case in the South African CLC leadership and management context, based on the provision of support and guidance. Moreover, in South Africa, there is a lack of financial support rather than inconsistency as argued by Land and Aitchison (2017). In some instances, it could arguably enable improvement of how these institutions are led and managed based on the required curriculum support.

Kenya

Additionally, Kenya experienced setbacks that included an inconducive learning environment, a lack of relevant teaching and learning materials, unskilled leaders and not adhering to policy guidelines, according to Nyatuka and Ndiku (2015: 52). CLC leaders in Kenya seem to have failed to fulfil their curriculum responsibility as key role players due to similar challenges, particularly lack of support with required capital and human resources (Nyatuka *et al.,* 2015: 53). Kenyan government's commitment to policy regulation stands out as the main support for CLC leaders to effectively deliver the curriculum as expected of them, said Nyatuka *et al.* (2015). This includes vision 2030, the 1966 Act of parliament to establish the board of adult education, the Master Plan on Education and Training (MPET) 1997–2010, and the totally Integrated Quality Education and Training (TIQET) of 1999 amongst, as per Nyatuka *et al.* (2015: 54). Additionally, the professional development of CLC leaders in transformational leadership is pointed out by Nyatuka *et al.* (2015); Osayu (2021) as a fundamental need for leaders' support, while South Africa grapples to appropriately regulate and provide resources for the sector. In Kenya, CLCs are for everybody in the community. Namely children, youth, and community members. Local community-based organisations have legal status to raise funds and support CLC leaders to achieve institutional goals.

Germany

To further validate the lack of support towards the management of curriculum delivery, Avdagić and Ellwanger (2017: 185-186) point out that the state Ministry of Education in Germany has regulated CLCs and funding through the Law on Improvement of Adult Education (1974) and the 1946 State Constitution within its 16 states to contribute to leaders' curriculum support. In 2014, the Ministry of Civil Affairs adopted the Principles and Standards in Adult Education in B&H. In October 2014, Strategic Platform for Development of Adult Education in the Context of Lifelong Learning was adopted for the Period 2014-2020. In Bosnia-Herzegovina, adult education consisted of about ten municipalities to provide the necessary support to leaders, according to Avdagić *et al.* (2017: 188-189). The South African systems are behind. Hence unclear provision of support for these institutions leads to a lack of coordinated support by its leaders and those meant to support them.

South Africa

The researcher concurs with the studies above that validated the lack of support towards the effective management of curriculum delivery within the CLCs in Gauteng province, South Africa based on the literature. Education in South Africa has gone through several curriculum changes since its first democratic election in 1994. It was hoped it would provide effective and relevant curriculum delivery and stability in education. Unfortunately, it was met with many challenges as stated in the Department of Education, Republic of South Africa (2002). These challenges seemed to have negatively affected the CLCs more than the mainstream schools because CLCs were treated the same as the mainstream schools by the Department of Education (McKay, 2007).

Govender (2018: 2) points out that curriculum 2005 (C2005) was the first to be announced in 1997. It was immediately tailed by the Revised National Curriculum Statement (RNCS) in 2002. Thereafter, the National Curriculum Statement (NCS) was introduced in 2007, followed by the Curriculum and Assessment Policy Statements (CAPS) in 2012. All these curriculum reforms by the Department of Basic Education (DBE) directly affected the community learning centres (CLCs) because they used the DBE curriculum which is equal to Grades 1 to 9 of mainstream schooling where adults are taught like children (Aitchison, 2005) cited in Aitchison and Land, 2017: 18) because there was no curriculum developed for adult education, according to Aitchison and Land (2019: 146). In 2005, the Minister of education at the time, Naledi Pandor, stated that CLCs "sought to make adults like children" – "we are teaching schooling!" according to Land and Aitchison (2017: 18). The DBE schools have hosted CLCs on their premises and ended up sharing resources with them because there was a lack of support as proclaimed by Land and Atchison (2019: 143). The lack of curriculum support during all these curriculum changes was evident within CLCs because there was less training and workshops for lecturers and centre leaders to effectively implement, manage and deliver the curriculum according to Aitchison and Land (2017: 30).

The establishment of a Community Education and Training College (CETC) in 2015 in each province, seemed to have made the lack of curriculum support worse because there were no administrative offices to manage the required and relevant support within these colleges as stated by Aitchison and Land (2017). This seemingly led to a lack of management capacity within the CLCs (Aitchison, 2018: 3). Thus, the researcher shared the same sentiments with the studies that validated the lack of support for the management of curriculum delivery within the CLCs in Gauteng province, South Africa.

3.3 THE NATURE OF MANAGEMENT AND LEADERSHIP IN EDUCATION
3.3.1 Management and Leadership Globally

Asia-Pacific region (Bangladash, Napal, China, Japan, Republic of Korea, Thailand, and Vietnam)

There is a concerted effort by adult education stakeholders internationally to improve the role of community learning centres in political and socio-economic activism (Duke, Hinzen and Sarrazin, 2017; 2021). In 2015 and 2016, Bangkok held an adult community learning centre research workshop with seven countries from Asia-Pacific region namely Bangladash, Napal, China, Japan, Republic of Korea, Thailand, and Vietnam (UNESCO, 2016). The workshop was aimed at trying to find out management and leadership challenges, the effectiveness of programmes provided and possible solutions going forward for the development of adult education which seemed to be the case in South African CLCs. One of the differences in South Africa was the lack of a concerted effort by all relevant stakeholders in education as stated by Land and Aitchison (2017). Thus, there was a continuous lack of support towards the management of curriculum delivery within the CLCs. Especially because the Adult Community Education and Training (ACET) was treated as the 'stepchild' of the Department of Education, according to McKay (2007).

CLCs in these different countries had different goals depending on their specific community needs. China, Japan, and the Republic of Korea provided their lifelong learning (LLL) programmes based on the cultural needs of their respective communities. The management of CLCs in Thailand and Vietnam relied on national

policies for effective leadership and management. Nepal and Bangladash focused on literacy, post-literacy, and life skills (UNESCO, 2016).

The summary findings from these studies include challenges such as less effective teaching and learning and lack of community participation.

Many countries managed their CLCs through national policies and programmes that focus on community needs. Lack of financial support was identified as the main setback that negatively impacted management and leadership in these countries. Hence the quality of the programmes and professional development of staff members were compromised (UNESCO, 2016).

The researcher agreed that the South African CLCs seem to be experiencing a similar challenge when it comes to the lack of financial support. Especially because the management of curriculum delivery relies heavily on financial support for most of its daily activities which include transport and learning and teaching support material (LTSM) amongst others. Obviously, there is a lack of staff development which has a great impact on curriculum delivery, according to Setlhodi (2020).

3.3.2 Management and Leadership in Africa

Nigeria

Lack of financial support seems to be the main negative contributing factor to the management of CLCs in Africa. This is a validation of the lack of support within the CLCs and the researcher agrees with this finding as indicated above. Kareem and Bankole (2017), in their study, investigated the importance of adult education in Nigeria. They found that initially, Nigeria had the lowest rate of about 51.1% in adult literacy rate compared to Cameroon 71.3%, Ghana 71.5%, Kenya 72.2% and South Africa 92.9% due to low educational outcomes despite the huge budget spent on education. This budget was meant to support leaders in managing curriculum delivery in Nigeria. As a contribution to the curriculum support, Islam provided education-based solutions to the existing challenges and recommended adult education as a fundamental tool to enable citizens to actively participate in the socio-economic and political activities of their country (Javed, Javed & Khan, 2016: 2; Borham, Rahim & Abdullah, 2018: 2479). They believed that adult education should be funded by local

communities, the state, and individuals to support curriculum delivery and its management to increase the adult literacy rate.

Uganda

Uganda managed its CLCs by channelling funds directly to about 136 district accounts, instead of the Ministry of Gender Labour and Social Development (MGLSD) headquarters as stated by Jjuuko (2021). This is after they realised that directing funds to CLCs through MGLSD was not effective between 2017 and 2018. Hence the change from August 2019 as district annual plans were effective and requests for funds were done in two months, says Jjuuko (ibid). Hence in November 2019, it was further recommended to streamline funds and reduce role players such as agencies and departments to capacitate and develop CLCs to be 'one-stop integrated community service delivery' (MGLSD, 2019a cited in Jjuuko, 2021). CLCs in Uganda are presently funded by Deutscher Volkshochschul-Verband e.V. (DVV) the German Adult Education Association internationally and MGLSD locally up to 2024 which poses a threat to the progress made because there no guarantee for funding beyond 2024. There is light at the end of the tunnel because the Uganda Wildlife Authority promises to be one of the future funders for CLCs. Jjuuko (2021) also points out less participation of local players when it comes to funding to strengthen the management of CLCs. The researcher believes that perhaps South Africa could learn from countries such as Uganda on how best funds for CLCs should be sourced and channelled if effective leadership and management of the curriculum in their CLCs are to be achieved.

3.4 MANAGEMENT AND LEADERSHIP IN SOUTH AFRICA
3.4.1 CLC Management and Leadership Pre-transitional Period

The Department of Basic Education (DBE) school principals, who are leaders for the benefit of this study, were managing and leading curriculum delivery during the pre-1994 era which was pre-transitional period within CLCs as stated in the DHET (2017: 5). They were managing and leading curriculum delivery in the evening lessons after they were done with their management duties in the DBE mainstream schools within the primary and secondary schools, as argued by Ngubane (2016: 1). CLCs were known as night schools then, as inherited from the apartheid government as stated in

DHET (2017: 5). Hence DBE mainstream schools' leaders were managing and leading the same as in the mainstream schools despite the difference in learners and working conditions, says Ngubane (2016).

Teachers from mainstream schools were roped in to teach adult learners in these community-learning centres under the leadership of mainstream leaders who worked on a part time basis as stated in the DHET (2020) Community Education and Training (CET) Parliamentary monitoring group. This was mainly because adult education facilitators were not recognised by the Department of Education as professional educators (McKay, 2007: 296). Furthermore, McKay (2007: 309) points out that adult education remained a "stepchild" of the education sector based on the lack of commitment shown by the Ministry of Education in South Africa during this period. It seems that these facilitators had no choice but to have a job for survival since the entry-level initially allowed them with just a Grade 12 certificate (Land and Aitchison, 2017).

The researcher concurs with the literature in this section. Especially because it validates the lack of support through the background of the CLCs. This background shows how the lack of support within the ACET sector started. This lack of support was mainly caused by the lack of commitment from the national government, according to McKay (2007). The employment of mainstream staff members also posed a challenge to the CLCs' teaching and learning as stated in the DHET (2020). The researcher believes that the possibility of having effective management systems with the CLCs could have been realised. That is if only qualified permanent staff members were employed using suitable policies to guide the process, as according to Land and Aitchison (2017).

3.4.2 CLC management and leadership during the transitional period

During this period, there were changes within the CLCs where mainstream school leaders were no longer allowed to manage and lead curriculum delivery because they were double dipping, as indicated by Land and Aitchison (2017: 31). It was also to avoid them getting paid twice from the same department for doing the same job twice as it was not allowed (Land & Aitchison, 2017). Mainstream schoolteachers were also

not allowed to teach within CLCs for the same reasons (DHET, 2020 CET Parliamentary monitoring group, p5). CLCs had to employ leaders and lecturers to lead, manage and deliver the curriculum.

At least, to some extent, the ACET sector had dedicated leaders and lecturers for the management and delivery of the curriculum during the transitional period despite the lack of not having a four-year teaching qualification (Land & Aitchison, 2017: 31). This has not reduced the number of curriculum challenges including unprofessional behaviour by lecturers within CLCs and poor management of these acts.

Land *et al*, (2017) further assert that the curriculum was compromised more by lecturers who had a one-year qualification ABET certificate or only Grade 12 and were expected to be the agents of managing everyday curriculum delivery activities. Land and Aitchison (2017) point out inferior contractual employment for most lecturers and leaders as a huge challenge within CLCs and its negative effects on the management of curriculum delivery.

The researcher shares a similar opinion as the authors in this section. These authors corroborated the lack of support for the effective management of curriculum delivery. They further indicate that it is because of double dipping that was taking place within the CLCs as postulated by Land and Aitchison (2017). The stopping of double dipping was done without any plan. Hence, lecturers with matric or one-year ABET qualification were employed within the CLCs as claimed by Land and Aitchison (2017). This caused a continuous lack of support within the CLCs. This was because CLCs had unqualified lecturers who were expected to act professionally in their everyday duties.

3.4.3 CLC Management and Leadership Post-transitional Period

After the transitional period, most leaders and lecturers remained on a contractual basis despite the number of years in this sector. This condition of employment continued to affect the curriculum delivery negatively including the students' pass rate because leaders' and lecturers' employment was still not secured as suggested by Land and Aitchison (2017). The livelihoods of these professionals were threatened because there were no benefits such as the provident fund to be received after going

on pension or retirement or their death as argued by Land and Aitchison (ibid). Again, there were no basic benefits such as medical aid which affected not only these employees but their families, further causing a lack of commitment because of the uncertainties emanating from temporary employment. Even then, managers were expected to manage curriculum delivery effectively (Land & Aitchison, 2017), which could not happen due to these uncertainties. It became even more difficult for leaders to manage curriculum delivery under these conditions. Thus, it was difficult to improve the student success rate with the challenges experienced.

Von Kotze (2021: 34) in his study on Colleges/CLCs in South Africa, found that CLCs are still managed the same way as the previous adult centres. The only change is the names College, CLC and DHET. He further notes that funds are still not allocated to CLCs. Instead, they remain with colleges and DHET. Colleges manage the supply chain of goods and services for individual CLCs in their respective provinces (DHET, 2019: 36). Land and Aitchison (2017: 29) assert that CLC challenges include unqualified lecturers, failed Outcomes-Based Education curricula, lack of effective management and lack of teaching materials. Furthermore, norms and standards were not finalised by the end of 2020. Except that there was an acting college Principal and council members in Gauteng Province. CLCs were not equipped as required, with insecure working conditions and no basic teaching and learning support materials. These challenges further compromised the management of effective curriculum delivery by CLC leaders.

This section confirms Section 3.4.2 because it provides details about the conditions of employment including the results thereof. It was said that the poor conditions of employment affected the livelihood of lecturers and leaders in a negative manner. Hence, it authenticated the lack of support which is the opinion that the author also holds.

3.5 THE CURRICULUM RESPONSIBILITIES OF KEY ROLE PLAYERS
3.5.1 The curriculum responsibilities of key role players globally

The following responsibilities of leaders, lecturers, and district officials from sections 3.5.1; 3.5.2 and 3.5.3 are in line with what was expected from the South African role

players within the CLCs. These responsibilities are contrary to what was happening within the South African CLCs because of the lack of support as indicated in the preceding sections. Thus, the researcher concurs, especially because of his personal experience as a CLC lecturer and leader.

Curriculum responsibilities of lecturers in United Kingdom

According to the Department of Education in the United Kingdom (2021), the lecturer's responsibilities include setting high expectations which inspire, motivate, and challenge the promotion of good progress and outcomes by pupils. Demonstrating good subject and curriculum knowledge, planning, and teaching well-structured lessons. To adapt teaching to respond to the strengths and needs of all pupils. Make accurate and productive use of assessment and manage behaviour effectively to ensure a good and safe learning environment. This also includes fulfilling wider professional responsibilities.

Curriculum responsibilities of leaders

Leaders' responsibilities include the following as stated by the Department of Education in the United Kingdom (2020).

School culture: establishing and sustaining the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community. Creating a culture where pupils experience a positive and enriching school life. Upholding ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life. To promote positive and respectful relationships across the school community and a safe orderly and inclusive environment. To ensure a culture of high staff professionalism.

Teaching: establish and sustain high-quality expert teaching across all subjects and phases. To build on an evidence-informed understanding of effective teaching and how pupils learn. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains. To also ensure effective use is made of formative assessment.

Curriculum and assessment: ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. To establish effective curricular leadership, develop subject leaders with high levels of relevant expertise with access to professional networks and communities. To ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading. To ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour: establish and sustain high expectations of behaviour for all pupils. Build upon relationships, rules, and routines, which are understood clearly by all staff and pupils. Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy. Implement consistent, fair, and respectful approaches to managing behaviour, and ensure that adults within the school model teach the behaviour of a good citizen.

Additional and special educational needs and disabilities: ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities. Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively. Ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of pupils by providing support and adaptation where appropriate. Ensure the school fulfils its statutory duties about the code of practice.

Professional development: ensure staff have access to high-quality sustained professional development opportunities aligned to balance the priorities of whole-school improvement for the team and individual needs. Prioritise the professional development of staff by ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development. Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it. This includes nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management*:* ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care. Prioritise and allocate financial resources appropriately by ensuring efficiency, effectiveness, and probity in the use of public funds. Ensure staff are deployed and managed well with due attention paid to the workload. Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. Ensure rigorous approaches to identifying, managing, and mitigating risks.

Continuous school improvement*:* make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness. Identify priority areas for improvement. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership*:* forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community. Commit their school to working successfully with other schools and organisations in a climate of mutual challenge and support. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability*:* understand and welcome the role of effective governance by upholding their obligation to give account and accept responsibility. Establish and sustain a professional working relationship with those responsible for governance. Ensure that staff know and understand their professional responsibilities and are held to account. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Curriculum responsibilities of the district officials in the United States of America

District officials' responsibilities include the following in the United States of America, as according to Murphy and Hallinger (1988) cited in Anderson (2003: 2): Strong instructional focused leadership from the superintendent and his/her administrative team; An emphasis on student achievement and improvement in teaching and learning; The establishment and enforcement of district goals for improvement. District-wide curriculum and textbook adoption; District advocacy and support for use of specific instructional strategies; The deliberate selection of principals with curriculum knowledge and interpersonal skills; Systematic monitoring of the consistency between district goals and expectations and school goals and implementation through principal accountability processes; Direct personal involvement of superintendents in monitoring performance through school visits and meetings with principals; Alignment of district resources for professional development with district goals for curriculum and instruction; Systematic use of student testing and other data for district planning, goal setting, and tracking school performance; Generally positive relations between the central office, the school board, and local communities.

3.5.2 The curriculum responsibilities of key role players in Africa

Curriculum responsibilities of lecturers in Nigeria

According to the Teachers Registration Council of Nigeria (2013), the Nigerian lecturer roles are as follows:

Professional Standards: Teachers should seek to achieve the highest professional standards in all their work and uphold the honour and integrity of the profession.

Professional Commitment: Teachers should have an enduring absolute commitment to the profession, give maximum attention and responsibility to the profession, aspire to make a successful career within the system, and take pride in the profession.

Efficiency: Teachers should always render efficient and cost-effective professional services.

Evaluation of learner's performance: Teachers should evaluate periodically the learners' performance and render all professional assistance likely to enable learners to identify and excel in their skills.

Precepts: Teachers should be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious, and dependable.

Arbitration: Teachers should submit themselves to the summons and arbitration of the Teachers' Investigation Panel and Teachers Disciplinary Committee as and when the need arises.

Curriculum responsibilities of leaders in Nigeria

Responsibilities of leaders in Nigeria include the following according to Umar, Ombuguhim Salman, Kenayathulla, Husaina Banu, Hoque and Kazi Enamul (2021: 5): Create a clear school vision and mission, sharing vision and mission with school community; To have a high level of sincerity of duty by showing earnestness to work, create a culture that develops staff professionalism; Observe teachers teaching formally and informally; To possess the knowledge and skills to assess teachers and discuss the assessment results with teachers; Provide facilities and equipment for smooth teaching and learning processes; Improve the relationship with outsiders (for instance, PTA) to obtain support for the school to realise its vision and mission; Always motivate the teachers to perform their jobs effectively by knowing the subject matter to be able to identify the knowledge and skills needed by staff; Care for the welfare of teachers who are teaching a specific duration to be made role models; The staff to chair each school curriculum meeting; Obtain instructional materials for teachers to prepare lesson plans and lesson notes and Practice the concept of "Leadership through example".

Curriculum responsibilities of the district officials in Uganda

District Education Officer's responsibilities in Uganda are as follows according to the Uganda Ministry of Public Service (2011): Laws, policies, and regulations must be implemented; Approved education and development plans, strategies, and council decisions to be implemented; Technical advice on education and sports should be provided; Schools' inspections ought to be coordinated; Teachers' training/upgrading programmes should be organised and facilitated; Schools' inspection and sports programmes ought to be coordinated; Educational activities in the district ought to be coordinated; Educational curricular, examinations and sports events monitored, supervised, and an updated teachers' personnel data bank maintained.

3.5.3 The curriculum responsibilities of key role players in South Africa

The success of the centre depends on the leadership skills and support provided to the CLC leaders and the collaboration between all relevant stakeholders such as the centre leaders, lecturers, and district officials, as per Van Kotze (2021: 195) and Mulford (2003: 17-18).

The basic responsibilities of centre leaders, lecturers, and district officials as key role players within CLCs in South Africa are indicated below as stated by the DBE (2015); Hanaya, McDonald and Balie (2020); Padayachee, Naidu and Waspe (2014: 64).

The curriculum responsibilities of leaders in South Africa

Leaders within CLCs are responsible for managing curriculum delivery as stated in the South African Standards for Principals (DBE, 2015: 10):

Leading teaching and learning in the school: Leaders are expected to manage teaching and learning support materials within the centres to afford effective management of curriculum delivery.

Shaping the direction and development of the school: Achieving the management of curriculum delivery is a priority for leaders as their main institutional goal must be aligned with the direction of the institution.

Managing quality and securing accountability: Effectively managing internal structures like the Centre Management Team (CTM), Site-based Assessment Committee (SBAC), and Learning Area Committee (LAC) contributes to the support of effective management curriculum delivery within CLCs.

Developing and empowering self and others: Encouraging academic development by employing Integrated Management Systems (IQMS) is crucial because it improves the necessary required teaching and learning skills of lecturers and administrators to support curriculum delivery.

Managing the school as an organisation: Leaders are expected to carry out the mission and vision of the CLCs that speak directly to the effective management of curriculum delivery.

Working with and for the community: Leaders should collaborate with relevant external stakeholders such as parents and interested organisations for the benefit of the centres to contribute to effective curriculum delivery.

Managing human resources (staff) in the school: Leaders should manage administrators' and lecturers' professional conduct to effectively deliver the curriculum.

Managing and advocating extra-mural activities: Leaders should encourage extra-mural activities as part of the curriculum delivery to improve students' results.

The curriculum responsibilities of the lecturers in South Africa

CLC Lecturers are responsible for delivering the curriculum in classes and extra-mural activities as stated in the SACE Code of Professional Ethics (2002):

Advance the education and the development of learners as individuals: Prepare and present lessons including assessments that are inclusive and consider the diversity of learners in class to achieve effective curriculum delivery.

Develop loyalty to, and respect for the profession: Act and behave professionally towards the contribution of managing curriculum delivery effectively.

Be punctual, enthusiastic, well prepared for the lessons and of sober mind and body: Not to be involved in drugs because it works against the effective management of curriculum delivery.

Improve my own knowledge and skills base to be more effective: Develop academic skills and knowledge to deliver and manage curriculum effectively.

Maintain good communication between teachers and learners, among teachers themselves, and between teachers and parents: Communicate effectively with all relevant internal stakeholders. Especially during a lesson preparation and presentation to effectively contribute towards managing curriculum delivery.

Provide information to parents on their children's progress on a regular basis: Communicate effectively with stakeholders such as parents by providing learners' progress reports. Provide immediate and timeous feedback to learners. This will contribute to the effective curriculum delivery.

Eliminate unprofessional behaviour, such as teacher-pupil relationships, drunkenness, the use of drugs, assault, sexual harassment and other infringements: Lecturers must conduct themselves professionally to advance effective curriculum delivery that will contribute to effective management of the curriculum.

Make themselves available for extra-mural activities: Manage extra-mural activities as part of the curriculum.

This will contribute towards effective curriculum delivery for the benefit of students.

The above responsibilities can only happen successfully if enough support is provided, and resources distributed accordingly. It is essential to note that failure to give due support and resources sets those meant to lead the CLCs and manage the curriculum effectively up for failure. Hence clearly articulating the responsibilities of those meant to support the CLCs is important.

The curriculum responsibilities of the district officials in South Africa

Padayachee, Naidu and Waspe (2014: 64) believe that district officials within CLCs should support lecturers and leaders with curriculum delivery and management as follows.

Administration Unit - Responsible for administrative systems in the district: Provide support to CLC leaders and lecturers towards effective management of curriculum delivery.

Education and Training Unit - Responsible for the training of principals and educators facilitated by district education coordinators: Evaluate and assess curriculum delivery activities at a centre level. Provide possible curriculum interventions for effective curriculum delivery.

Auxiliary Unit - Responsible for training educators to work with learners who have special educational needs: Suggest possible interventions for diverse learners and improve inclusive instruction delivery.

Development Unit - Responsible for programmes aimed at groups that were previously disadvantaged and out-of-school youth: Improve curriculum design to meet the learners' and community needs.

Regional offices - To support resource allocations: Manage and distribute teaching and learning support materials to centres to effectively deliver the curriculum. Discuss findings and map a way forward with leaders and lecturers.

3.6 CLC LEADERS' SUPPORT IN SOUTH AFRICA

The literature in this section confirms the lack of support to CLC leaders in managing curriculum delivery. The focus is on the professional conduct of lecturers that impacts the leaders support negatively. The support from all relevant stakeholders namely, lecturers and district officials is crucial for leaders according to Van Kotze (2021); Mulford (2003) because, without it, they cannot achieve effective management of

curriculum delivery within CLCs. Previously, mainstream school and CLC leaders were expected to manage the lecturers' professional development. They were doing this by conducting DBE workshops and internal interventions including DBE's disciplinary procedures such as the educators' employment act No. 76 of 1988. This was because the sector was not regulated according to the DHET (2015: 7). An example was lecturers' continuous absenteeism from work without any official permission or proof as proclaimed by Bipath, Venketsamy and Naidoo (2019). In some cases, they absent themselves from work for more than 7 to 10 days without any official proof, add Bipath, *et al*. (2019). Bipath*, et al*. (2019) further assert that sometimes, they bring forged documents as proof of absence. Unfortunately, they are not disciplined as a measure to reduce unwarranted conduct due to a lack of capacity to take corrective measures.

The researcher concurs with the above literature which confirms that the lectures' professional misconduct could not be managed as required by leaders because leaders themselves were not supported. The lack of policy guidance within the ACET sector was hampering the management of lecturers' professional conduct. This lecturers' challenge of professional misconduct adds to the list of challenges which are a cause for concern.

3.6.1 Leaders' Support for a Pre-transitional Period

This period involved a lot of learning curves such as the application of DBE policies and the child pedagogy for the CLC lecturers, CLC leaders and the CLC district officials. As stated above, initially adult learners were taught by the mainstream teachers who applied child pedagogy in teaching adult learners as stated by Land and Aitchison (2017: 42); Marriam (2001 cited in Kanyane, Pophiwa, Masiya, Wentzel, Viljoen, Mdlongwa & Zikhali, 2018: 15). Instead of employing the adult teaching methods (Andragogy) which take into consideration the reservoir of life experiences that these adult learners have acquired over the years. This will afford the necessary curriculum support to leaders.

Adult teaching and learning approaches acknowledge acquired life experiences when teaching adults to meet learners' needs, proclaims Ngubane (2016). They also acknowledge that adult learners have a specific goal they seek to achieve by coming

to school. Hence, they need teaching and learning that will assist them to achieve these personal goals. Leaders' support plays an important role in this regard. Thus, the DBE curriculum, which is mainstream in nature (education for young learners from Grade R to Grade 12 between the ages of 5 years to 18 years old) was not supporting the CLC leaders' in managing curriculum delivery within CLCs. Basically, mainstream teachers were teaching the way they were trained and taught, according to Land and Aitchison (2017).

The adopted mainstream curriculum posed many challenges to CLC leaders' support. Adult learners expect to be taught and make their lives and those around them better. Instead, the adoption of the mainstream curriculum made them feel out of place and completely alienated, as stated by Ngubane (2016: 3). This is contrary to the curriculum leaders' support that is aimed at making the curriculum inclusive. Ngubane (2016) further notes that curriculum leaders support adult learners' need to be taught with respect and human dignity because they know what they want from teaching and learning, and they are self-directed to identify their own needs. Meaning that they have an internal purpose for coming to school to meet and fulfil their personal and community or work goals, asserts Knowles (in Merriam, 2011:8). This depends on curriculum leaders' support. An example is an objective to be a community leader or getting a promotion from work. Therefore, the DBE principals and teachers were not trained to teach adults. Instead, they were trained to teach child learners hence curriculum delivery was compromised within the CLC pre-transitional period. Hence this points directly to the lack of curriculum support for leaders.

While the lack of curriculum support for leaders continued during this period, mainstream schools adopted CLCs by housing them within their facilities. Even then, the mainstream curriculum delivery policies were applicable to teaching adult learners. In April 2015, there was a transition of CLCs from the DBE to DHET. Therefore, Community Education and Training Colleges (CETC) were established under the DHET.

The above literature qualifies the lack of support that the researcher agrees with because it indicates the need for CLC lecturers to be trained and acquire the

qualification in adult teaching and learning. So that they can apply the necessary relevant adult teaching strategies to teach adults, instead of applying child pedagogy. Basically, there is a need for lecturers professional training, according to Land and Aitchison (2017). Therefore, the literature states this challenge because it impacts on curriculum delivery.

The following literature in this paragraph is contrary to the lack of managing curriculum delivery and focuses on the importance of finance to support leaders. These studies found that financial support is crucial in many aspects of curriculum delivery. These studies refute the researcher's perspective of the funding within the CLCs in Gauteng province South Africa. Funding plays an important role in curriculum leaders' support internationally. Bjerkaker (2021: 39-45) states that in Scandinavian countries such as Denmark, Norway, and Sweden, CLCs have been public co-funded or subsidised for more than 100 years. The funding was based on the policies developed by governments because of the crucial role that CLCs were expected to play in the development of these countries. In Sweden, the funding already started in 1902 and 1844 in Denmark to support leaders when religious groups and politicians were key role players, says Bjerkaker (2021). Elsewhere in Africa, the National Action Plan for Adult Literacy (NAPAL) in Uganda, was part of the policies employed to manage and fund CLCs to support leaders in their quest to deliver the curriculum effectively as opined by Jjuuko (2021: 175).

3.6.2 Leaders' Support During the Transitional Period

During the transitional period, CLCs were still housed by DBE mainstream schools and DBE policies were still used within CLCs. CLC leaders' support was still not enough because there were fewer district officials in each district than before and there was no administrative support (Land & Aitchison, 2017: 30). Most teaching and learning materials were not provided because this function was outsourced to TVET colleges, and training and development workshops were few in between for lecturers and all other staff members to effectively function, assert Land and Aitchison; DHET (2019a: 36) cited in Duke et al. (2021: 201). This was despite the lack of support by district officials because they too, were incapacitated to provide the required support

as they were not trained for the adult education stream, but the mainstream school education system.

The DBE curriculum policies were designed for mainstream school learners that attend schooling between 6 and 8 hours a day. Instead, they were used in an environment where learners were taught between 1 and 4 hours a day (Ngubane, 2016: 2). This is one area that made DBE policies effective within CLCs. Hence, the DBE policies were did not support leaders as expected. CLC leaders could not effectively discipline lecturers because there were no supporting structures or systems for leaders when CLCs were established as stated by Land and Aitchison (2017). Instead, CLC leaders were handling their staff's unprofessional behaviour as guided by the adopted educators act 76 of 1988 and if not, they used their own personal experiences within their respective CLCs. Especially when the DBE policies could not be used, because the CLC context is different. Thus, in most cases, they ended up failing to discipline lectures and all other staff members.

The lack of capacity to support by district officials continued to impact the required CLC leader's support negatively (GCETC Prospectus, 2018: 2). Specific unprofessional lecturer behaviour affected curriculum delivery and they were partially addressed in most cases (Ngoma & Simatwa, 2013: 1), with no impactful consequences. Therefore, leaders were supported by district officials to a certain extent through petty cash even if it was not enough to last a month and final examinations during the transitional period because there was no administrative support. Additionally, there was still uncertainty when it comes to job security as most leaders were not employed permanently with full benefits as indicated by Land and Aitchison (2017).

The researcher concurs with the literature in this section because it confirms the lack of infrastructure, the curriculum content that did not address the learners' needs and the lack of human resources. These were part of the identified challenges that had an adverse impact on the required support to leaders. According to the researcher, the curriculum content could not be addressed without addressing the lack of infrastructure and human resources as priority.

3.6.3 Leaders' Support Post-transitional Period

Post-transitional period promised to address previous gaps as is the case with all transformational agendas. Yet there seems to be a lack of support for leaders after the transitional period when it comes to the management of curriculum delivery within the CLCs. Leaders seem not to receive the expected district officials' support because most of the district officials opted to remain with DBE (mainstream schooling system) during the transitional period from DBE to DHET in 2015 (DHET, 2011a: 31). Land and Aitchison (2017:30) assert that in most districts in Gauteng province, there were fewer district officials than before, and it became an impossible task to provide the required curriculum support to centres. The available district officials at a specific district ended up not even visiting other centres because it was impossible to cover all the institutions. Where it was possible to visit centres, not all required curriculum areas were addressed as required because of a lack of capacity to support these CLCs as the officials themselves were not trained to support the CLCs but rather mainstream schools. Therefore, leaders continue to do what they can to produce the required results as per the set standards of the Gauteng community education and training college.

Districts within the Gauteng college would identify intervention curriculum strategies but failed to see them through because teaching and learning materials were not delivered as expected (Land and Aitchison, 2017). TVET colleges failed to distribute Learning and Teaching Support Materials (LTSM) due to an ineffective distribution system and lack of capacity. Even then, orders were incorrect in terms of the kind of material and quantity against the initially placed order, causing huge shortages of resources, as stated by Atchison and Land (2019: 143). The memorandum of understanding between Gauteng CET among others was that CLCs should not be given LTSM funds in their bank accounts. Instead, they were placing LTSM orders against their budgets that were sent to TVET colleges as suggested by Land and Aitchison (2017: 30). So, these challenges exacerbated the required support to the CLC leaders in the post-transitional period, thereby affecting the management of curriculum delivery within CLCs.

The literature in this section shows the lack of support for CLC leaders because of the lack of human resources and LTSM which was affected by the distribution of funds. The literature was in line with the researcher's perceptions when it comes to the lack of support as indicated in the sections above.

3.7 CURRICULUM DELIVERY PRE-TRANSITIONAL PERIOD

A curriculum is defined as a statement of intended outcomes to be achieved, what knowledge content is to be acquired, which competencies and skills are to be developed, and the levels of performance that are expected from learners in each of the grades as stated in the DBE's (2010: 29) Dictionary of Education. Therefore, in this study, the curriculum is a collection of lessons, assessments and academic content that include social behaviours and skills taught by a lecturer in a specific course or programme in an educational institution. In South African CLCs, curriculum challenges include a lack of policy, undefined conditions of employment, and lack of facilities which have a negative impact on curriculum delivery within the CLC sector (McKay, 2012: 11). These challenges are briefly discussed in this section.

The literature in this section indicates the lack of support for leaders in managing the curriculum delivery as expected. This is due to identified challenges mentioned by McKay (2012) in the preceding paragraph. This literature corroborates the lack of support which was in line with the researcher's initial thoughts when it comes to the management of curriculum delivery with the CLCs in Gauteng province, South Africa.

Unregulated sector: Since DBE adopted the CLCs*,* DBE curriculum policies were employed within the CLCs, and the DBE school principals and teachers were seconded to teach adult learners (DHET Function Shift Circular No: 2 of 2014). This was a challenge to adult learners because they were taught using curriculum policies that were not addressing their own needs as adults.

Conditions of employment: CLC leaders and CLC lecturers who were not permanently employed asked "How are we expected to effectively deliver the curriculum when we are uncertain about our jobs as curriculum agents?" and "Where on earth have you seen a person working as a contract for more than 20 years by having his contract renewed every year?" (Interviewed participants off the record).

This means their conditions of employment were at the top of their list compared to what they were contracted for, hence the negative impact on curriculum delivery as stated in the DHET Function Shift Circular No: 1 of 2014; and by McKay (2012: 11). It is unfortunate because most of the employees within the CLC sector are not permanent instead they are on a one-year renewable contract (Atchison *et al.,* 2019; Land & Aitchison*,* 2017).

School facilities: From the early 1970s when the CLCs started up until this study was concluded in 2021, the majority of CLCs were still housed within the mainstream DBE schools as indicated by Atchison *et al.* (2019); Land *et al.* (2017); McKay (2012). CLCs were depending on DBE schools for facilities that included the school premises, classrooms for teaching and learning, administration offices for registration and other day-to-day administrative duties, according to Atchison *et al.* (2019); Land and Aitchison (2017); and McKay (2012). CLCs would wait for the mainstream schools to knock off first and release their learners to go home for the CLCs to use the same classrooms that were used by the mainstream daily. This meant that should the mainstream schools have extra lessons or had to use their classrooms for late activities, CLCs would not be able to use the classrooms on that day, further impacting negatively the curriculum delivery within the CLCs.

The curriculum that was offered at that time was focused on teaching adult learners how to read and write. This curriculum appeared easy to deliver as mainstream schools also deliver the same curriculum within the DBE sector. There seems to be less consideration that adult learners are different when it comes to teaching and learning and the contact time is about 50% less than in mainstream schools (Atchison & Land*,* 2019). Most adult learners were between the ages of 35 years and 80 years. Amongst these learners, some did not go to school at all, and some did not go far with completing their grade 12 due to social, economic and political reasons. Despite these many challenges that were encountered during this period, teaching and learning took place and there were adult learners who made it to complete their Grade 12 and some even went further with their studies to acquire postgraduate qualifications with reputable universities and Technical and Vocational Educational Training (TVET) colleges https://zululandobserver.co.za/162916/story-turned-failure-success/

3.8 CURRICULUM DELIVERY DURING THE TRANSITIONAL PERIOD

Permanency was one of the main challenges experienced within the CLC sector due to employment uncertainty despite being qualified and experienced as education curriculum specialists, district officials, leaders, or lecturers as stated in the DHET Function Shift Circular No: 1 of 2014; and by McKay (2012). Most of the curriculum specialists left the ACET sector and went back to the DBE because they were not certain about their conditions of employment within the CLC sector. Challenges experienced were directly affecting the curriculum and they were from top to bottom within the 'new' ACET sector. The sector lacked top management capacity as it had only one principal with a skeleton administrative staff. All 47 centres with 263 satellites report to the principal's office as stated in the Gauteng CET College Prospectus – DHET (2019: 4). The strengths and weaknesses of this sector are illustrated below for a better understanding of their extent in terms of the most needed curriculum delivery support and guidance of leaders within the CLC.

When the official move happened in April 2015, all the employees within this sector seemed to have been told that the status quo would remain in terms of the conditions of employment in the DHET (2011: 31). The labour unions used this opportunity to gain the bargaining power within this sector as they started to recruit members vigorously with an intention to fight for the workers' rights based on the conditions of service. The National Education Health and Allied Workers Union (NEHAWU) under the Congress of South African Trade Unions (COSATU) gained enough ground to make it to the bargaining Council of this sector to represent lecturers as pointed out by Land *et al.* (2017: 18); Atchison and Land (2019: 144); Van Kotze (2021: 194).

Other labour unions such as the South African Democratic Teachers Union (SADTU) and Community Workers Union of South Africa (COWUSA) did not get enough membership to bargain for their members in the bargaining council. On the other hand, the sector had a lot of district officials who were officially from the mainstream schools and were seconded by the DBE to monitor and evaluate curriculum delivery in this sector before 2015. Unfortunately, most of them opted to go back to the mainstream schools because of the uncertainty of the conditions of employment within the 'new' ACET sector. The move affected the curriculum delivery negatively.

This resulted in many CLC district municipalities remaining with one or no district official to service the whole municipality for monitoring and evaluation which amounts to poor curriculum support, as proclaimed by Atchison and Land (2019: 148). Many labour strikes took place during this period based on conditions of service as administrators, lecturers and leaders were demanding permanent employment instead of contractual work that was experienced as indicated by Land *et al.* (2017). CLC leaders were managing some administrative staff and most lecturers who were also not permanent. These conditions of employment continued to affect the curriculum delivery negatively. Thus, the necessary and required curriculum support for CLC leaders during this period was also affected most of the time, according to Atchison *et al.* (2019: 143).

The undesirable conditions of employment and the lack of human resources were part of the challenges mentioned in the above sections. They confirm the lack of support and are what the researcher concurs with.

3.9 CURRICULUM DELIVERY POST-TRANSITIONAL PERIOD

The Gauteng Community Education and Training College (GCETC) lack of capacity, lecturers' conditions of employment, and the type of curriculum delivered continue to pose challenges beyond the transitional period. In this section, we will only look at the lack of capacity at the GCETC level as the main contributing factor to the curriculum challenges experienced during the transitional period. The GCETC lacked administrative, curriculum and human resource capacity for it to effectively support 263 satellites through 47 community learning centres in Gauteng as suggested by Land *et al.* (2017). There were only two administrators and one principal to attend to all curriculum matters during the post-transitional period (Land *et al.,* 2017; GCETC Prospectus, 2021). It became an impossible task to provide all the necessary curriculum support to centres as required due to the incapacity that prevailed.

Even though DBE policies were not as effective as required within the CLCs when it comes to curriculum delivery, at least they managed to bring some form of order and direction within the CLC sector as stated in the DHET (2017: 5). Basic reading and writing skills, Levels 1 to 4, and Grade 12 lessons were delivered, assessed and

resulted in learners' competence compliance or not yet competent as stated in the GCETC Prospectus (2021: 6). All relevant role players within the sector had to do their best within the available environment and materials to produce competent learners based on the set standards of lesson outcomes during the formative and summative forms of assessment as stated in DBE Site Base Assessment Circular 04 of 2012 Reviewed from May 2018; and by Atchison *et al.* (2019). The DBE policies were employed since the early 1970s to keep the ACET sector to meet some of the required competence levels (Atchison *et al.,* 2019: 139). Therefore, all relevant role players who were involved in the curriculum delivery contributed to the system, including district officials and lecturers. The contribution they provided is based on them doing their best to try and make DBE policies work within the CLCs even though the context, type of curriculum and conditions of service were different (Atchison *et al.,* 2019: 142).

The basic reading and writing skills (Levels 1 to 3), Grade 10 (level 4) and Grade 12 were about 95%. The DBE curriculum content delivered for a long time, even way before the transitional period as argued by Kanyane *et al.* (2018: 9). It was part of what the mainstream schools were also provided in their curriculum. The difference was the introduction of skills programmes such as sewing within the CLCs (GCETC Prospectus, 2021: 8) because there was a need to develop adult learners to be productive and active in the socio-economic platform of the country and in line with the National Development Plan (NDP, 2011: 261-294) in this case and above regarding skilling South Africans. In most cases, adults need to acquire knowledge and skills to address their immediate needs to make life better as stated by Atchison *et al.* (2019: 152).

One other main weakness of curriculum delivery was the teaching approach employed to teach adult learners, which was not using respect and human dignity, argues Ngubane (2016: 23). This approach was using a banking method of teaching which was intended to deposit the knowledge into learners' minds, withdraw it when it was required and expect to find the exact knowledge that was deposited to confirm learners as competent or not, as elucidated by Friere (1970: 73).

The lack of human resources in this section validates the lack of support for leaders to manage curriculum delivery as expected, and as pointed out by Land and Aitchison (2017). It seems the lack of human resources is one of the challenges that have a potential to have a huge impact on the support for leaders. Hence, it should be prioritised for leaders support to be realised. The literature in this section confirms the lack of support for leaders to manage curriculum development and it is in line with the researcher's opinion.

3.10 PROFESSIONAL CONDUCT OF PROFESSIONALS

Lecturer professionalism is seen as a process informed by the lecturer's quality of pedagogical competence, personal competence, social competence, and professional competence as stated in the Indonesia Teacher and Lecturer Act No.14 2005 cited in Wardoyo and Herdiani (2017: 90). Therefore, the lecturer is expected to behave in a professional manner within and outside of the CLC context. Professionalism should be part of the lecturers, leaders, and district officials' life at home and in workspaces. CLC leaders, lecturers and district officials are expected to conduct themselves in a professional manner because their jobs are professional in nature (Steyn, 2016: 505). CLC district officials are expected to do their job as effectively as possible. They are part of a supporting structure for the leaders in delivering, monitoring, and evaluating curriculum in the classroom, argues Atchison *et al.* (2019: 148); Hallinger (2018). Generally, within CLCs it is expected that CLC leaders, lecturers and district officials should have registered with the South African Council of Educators (SACE) before they became lecturers, leaders, or district officials as stated in SACE (2017: 3). Thus, it is a requirement within the CLC sector in South Africa that lecturers register with SACE as a statutory professional body for teachers and lecturers. When DBE mainstream schools adopted the CLCs, SACE was automatically a professional vehicle for the CLC lecturers to professionalise this profession within the CLC sector as proclaimed by Okitsu and Edwards (2017).

Managing staff professionalism is a complex and challenging task based on several factors that include training and development, policy, communication, management, and leadership, especially in many countries such as Nigeria, Zambia and South Africa as stated by Van Deventer, Kruger and Johnson (2015); DBE (2015); Agi, Levidoe and Anthony (2016); Olujuwon, and Perumal (2015). In Germany and Georgian, CLC lecturers are trained by experts through a professional joint venture and funded by local municipalities, and local and international donors as presented by Sanadze and Santeladze (2017: 41). As the number of CLCs increased, the professional qualification also changed to address the specific context and needs of adult education as pointed out by Heuer and Kuprian (2017: 164). Perhaps South Africa can learn from countries such as these as the best way to truly professionalise this sector.

The researcher concurs with the literature in this section up to section 3.10.3 because it confirms what professionalism is all about according to the guiding policies such as the Indonesia Teacher and Lecturer Act No.14 (2005); SACE (2020), especially with the professionalism of all relevant role players within the CLCs. The professional development of leaders, lecturers and district officials is important for the support of leaders to effectively manage the curriculum delivery (Okitsu & Edwards, 2017).

3.10.1 CLC Leaders As Professionals

CLC leaders are a link between the Community Education and Training College (CETC) and the CLC staff in managing the curriculum delivery. There are nine CETC in South Africa for the CLC sector. Each province in South Africa has one to manage, evaluate and monitor the curriculum delivery. The one in Gauteng is called Gauteng Community Education and Training College (GCETC). The GCETC is managed by the principal who is at a Directorship level and the CLC leaders report directly to him. Alongside the GCETC Principal, there is a Deputy Principal Academic Services who looks at the curriculum delivery evaluation and monitoring within this sector as stated in GCETC Prospectus - DHET (2021: 3). The GCETC consists of 47 CLCs which are the main centres that are situated within three metros and two district municipalities in the Gauteng province. These main centres have a total of 267 satellites which are attached to these main centres. The CLC leaders normally manage the main centre and all their satellites from the main centre (GCETC Prospectus, 2021: 3). Thus, it is

not expected that the CLC leader only to act professional within the main centre but even in all other satellites that he or she manages.

The curriculum management of a CLC leader is complex compared to the mainstream principal who manages one school and is stationed within the same school. Hence as trained professionals, they are expected to develop systems that can enable them to lead and manage these centres accordingly. Agi, Levidoe and Anthony (2016: 72) assert that leaders must be professional in playing their role of managing the curriculum delivery effectively to achieve set outcomes in education, which is what is expected of CLC leaders. The CLC leader would normally manage a satellite through a supervisor who manages that specific satellite when it comes to all management duties including curriculum delivery. Table 3 demonstrates the complexity of managing the CLC centre as a CLC leader within the CLC sector as stated in the GCETC Prospectus – DHET (2019: 8 – 26). CLC leaders are expected to approach leadership differently because they operate in a different sector compared to the DBE mainstream schools. This depends on how they distinguish resources of capacity, authority, context, and influence towards leadership within the CLC sector as argued by Agi *et al*. (2016: 77-78). The researcher focused on the main centre that has the most satellites in a metro or municipal district to illustrate the complexity that is involved in managing the CLCs in Gauteng province, South Africa.

3.10.2 CLC Lecturers As Professionals

SACE manages the professional conduct of CLC lecturers by employing the Employment of Educators Act, No. 76 of 1998. This act defines the misconduct as a breakdown in the employment relationship between an employer and the employee and it includes the following where the lecturer, as stated in Employment of Educators Act, No. 76 of (1998: 15): (a), Fails to comply with or contravenes this Act or any other statute, regulation or legal obligation relating to education and the employment relationship; (b) Wilfully or negligently mismanages the finances of the State, a school or an adult learning centre; (c) Without permission possesses or wrongfully uses the property of the State, a school, an adult learning centre, another employee or a visitor; (d) Fails to carry out a lawful order or routine instruction without just or reasonable cause; (e) Absents himself or herself from work without a valid reason or permission;

(f) Without authorisation, sleeps on duty; while on duty, is under the influence of an intoxicating, illegal, unauthorised or stupefying substance, including alcohol.

A lecturer is any person providing tuition at an institution, to other people or professionally offering educational services comprising professional therapy and educational psychological services among others (South African National Council of Educators Act No. 31 of 2000: 2). Reliable financial support, institutional support through teaching and learning, and staff allowance and training that would impact the communities positively is part of the activities used in Germany and Kenya to improve lecturer professionalism within CLCs (Heuer *et al.,* 2017: 171; https://www.computershare.com/News/Community%20Learning%20Centres%20Report.pdf). However, in South Africa, even though there is a legislative imperative on professional conduct, other factors stated in previous sections such as lack of sufficient resources among others, make it difficult for CLC leaders to employ such activities towards improving professionalism within the sector. Lecturers are expected to conduct themselves in a professional manner and CLC managers are required to manage how lecturers deliver the curriculum in a professional manner, so that effective delivery is achieved as required within CLCs. However, the leaders are themselves not supported and resourced to achieve this effect. The professionalism of lecturers within CLCs will be evident when lecturers are not involved in any misconduct when they take responsibility for delivering the curriculum within the CLCs and with reduced incidences of unwarranted conduct by professionals. This can arguably happen when leaders are supported and resourced accordingly by professionals from higher offices meant to support these CLCs.

3.10.3 CLC District Officials As Professionals

The district officials play an important role when it comes to curriculum delivery within the CLCs. They were trained as education specialists by the DBE before they were seconded to facilitate, monitor, and evaluate the curriculum within the CLCs. The expectation is to provide curriculum support directly to the CLCs in a specific learning area that they specialise in as indicated by Atchison *et al.* (2019: 147). Their support includes curriculum meetings with the CLC leaders, CLCs Learning Area Committees (LAC), Centre Management Team (CMT) and individual CLC lecturers. They are also

expected to do class visits to observe teaching and learning when lessons are presented and check lecturers' resource files which guide lecturers on everyday curriculum delivery, as stated in the DBE Site Base Assessment Circular 04 of 2012. The district officials are also expected to be registered members of SACE as professional teachers. The expectation is that they may apply professionalism in delivering their everyday duties, which is curriculum support to CLCs in this context. Their professionalism was compromised during and after the official transition of the CLCs from DBE to DHET because most of them who remained with the CLCs were themselves not developed in any way to support the CLCs as suggested by Land *et al.* (2017: 32). This has resulted in district officials not specialising as they were expected, thus the quality of their curriculum delivery support seems poor, and lacks focus on employment of responsibilities associated with the provision of support as proclaimed by Mavuso (2013: 156). GCETC could not hold the district officials responsible for their everyday duties because of a lack of capacity for curriculum delivery support. Basically, district officials are now doing their best out of the situation with the training they received during their service in the Department of Education. They are stretched too thin to provide the necessary curriculum delivery support to CLCs in Gauteng province specifically because they are few as their counterparts remained with the DBE. This challenge is demonstrated in table 4 in the next chapter.

3.11 CHAPTER SUMMARY

This chapter addressed the literature based on leaders' support for effective curriculum management by looking at specific areas such as management and leadership in education. It was clear that it is a mandate of the profession for these professionals to be registered with SACE as a South African teachers' professional body for accountability. The discussions looked at the three different periods within the CLCs in Gauteng province; the responsibilities of key role players within CLCs; CLC leaders' support to manage the curriculum. There was literature that was in contrast, and some validated the lack of support for leaders to effectively manage the curriculum delivery within the CLCs. There was a lack of curriculum delivery support for leaders within the three different transitional periods as discussed in this chapter.

CHAPTER 4 : RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

According to Goundar (2012:12), a specific procedure used to collect and analyse data to solve a specific research problem is called a research method. There are three basic research approaches in research, namely qualitative, quantitative, and mixed research (Creswell, 2014: 32). The method used in this study followed the qualitative method of collecting data as stated under data collection instrument Section 4.6 below. This chapter defines the research methodology and the research design employed in this study. The qualitative research methodology answered the what, why and how questions and used words to describe the behaviour as it occurred naturally. Salkind (2012:13) and Timmermans, Poell, Klarus and Niewenhuis (2010:15) assert that the qualitative research approach is specifically significant in comprehending the social and cultural contexts, including essential processes of conduct patterns. This chapter presents the qualitative research paradigm, research approach, research design, population and sampling, data collection techniques, data analysis, the trustworthiness of the study, ethical considerations, limitations of the study, and delimitations of the study.

4.2 RESEARCH PARADIGM

Guba (1990: 17) states that a research paradigm is a "basic set of beliefs that guide action". Creswell and Creswell (2018: 41) define a paradigm as a philosophical universal understanding of how the researcher views the world and nature which influences how the research is conducted. Consequently, for the purpose of this study, the research paradigm is the set of beliefs that influences the researcher in how the research is conducted. There are many paradigms existing the world over. Due to the advanced thinking and the way human beings explain their phenomena, research involving humans has developed (Adom & Ankrah, 2016: 1). Creswell and Creswell (2018: 41) argue that there are four basic worldviews or paradigms in qualitative research. These paradigms include postpositivism, constructivism, transformative, and pragmatism.

Creswell and Creswell (2018) further explain that the researcher chooses the paradigm for the research based on the individual's beliefs which will influence how

the research is conducted. More than one person plays an important role in constructing knowledge and understanding through pragmatism paradigm (Creswell et al., 2018:41), hence the need for choosing the population for a study. Furthermore, the pragmatism paradigm is described as the researcher's basic set of beliefs that guide the researcher through the development of the research, while constructing own reality (Kivunja & Kuyini, 2017: 26).

The researcher employed a pragmatism paradigm to better understand how centre leaders manage curriculum delivery effectively before, during and after the transition amid problems such as professional misconduct that may impact on teaching and learning within the CLCs. It was used as a lens to analyse how leaders managed the curriculum in three transitional periods (Creswell et al., 2018: 4). Pragmatism assisted the researcher to achieve the research objectives of the study because it viewed leadership as an interactive driven activity (Ho *et al*, 2018: 816) in which CLC leaders, those who support them, and lecturers ought to be focusing on the effective management of curriculum delivery. In this study, the researcher employed ubuntu philosophy as a theoretical framework and pragmatism as a paradigm.

Constructing reality and understanding actions, consequences and situations in a social context is the basis of pragmatism paradigm used in this study (Salmona, Kaczynski & Smith, 2015: 407; Kivunja & Kuyini, 2017: 33). This study was guided by pragmatism world view which assisted the researcher to better understand the lived experiences of participants through their actions and consequences in situations (Murphy, 1990), Patton (1990), and Rorty (1990); Peirce, James, Mead and Dewey (cited in Cherryholmes, 1992). The research was conducted from a pragmatism paradigm perspective in where the researcher entered the real world of the participants in order to gain insight in the experiences of the CLC leaders who were managing the effective delivery of the curriculum in CLC centres, those who support them and the lecturers (Siemens, 2013: 1). The intention was to respect and accommodate different distinctive views of the situation from participants while embarking in this study (Creswell & Creswell, 2018). The purpose was to investigate whether centre leaders are supported and guided or not when it comes to the effective

management of curriculum delivery within the CLCs as informed by pragmatism paradigm.

4.3 RESEARCH APPROACH AND METHOD

4.3.1 Qualitative Research Approach

A research approach involves broad research procedures or processes that are confined to detailed research steps of collecting data, analysing data, and interpreting data (Creswell, 2014: 31). Authors such as Creswell (2014: 32); Du Plooy-Cilliers, Davis and Bezuidenhout (2014:14) assert that there are three basic research approaches used in scientific research. These are qualitative, quantitative, and mixed-methods research. Creswell (2014); Du Plooy-Cilliers *et al.* (2014) further explain the difference between these approaches. These are the application of open-ended questions (qualitative), closed questions (quantitative), and mixed methods employ both open-ended and closed questions because it is a combination of both approaches. The researcher chose to employ the qualitative approach in this study because he utilised words instead of numbers. This approach assisted the researcher to effectively answer the research question of how centre leaders were guided and supported or not, in effectively managing the curriculum delivery within the CLCs. The researcher explored the human understanding of the phenomenon being investigated by asking open ended questions during data collection (Creswell, 2014). The qualitative approach contributed to making the research outcomes relevant and putting them into use to solve the research problem (Creswell, 2014). It also allowed the researcher to interpret the collected data and made sense of them. Thus, the researcher chose to employ qualitative approach as suitable for the indigenous knowledge context within which the CLCs operate.

4.4 RESEARCH DESIGN

A research design is a plan and the backbone of the study (Akhter, 2016: 68). It was the glue that held the structure of this research, according to Akhter (2016). It consists of a research procedure that guides the researcher in conducting the research. The research elements such as the research problem and the research aim provided a choice and the reason for the necessary research design to be selected by the researcher (Akhter, 2016:70).

A specifically chosen research design assisted the researcher to effectively collect and analyse data to answer the main research question (Chandra & Shang, 2019: 21-25). The basic qualitative research process includes the main research question, objectives, data collection methods and findings as proclaimed by Chandra and Shang (2019). This study embarked on a qualitative design. Qualitative research was used to investigate the past human experiences to understand the present so that the researcher made scientific recommendations about the future (De Vos, Strydom, Fouche & Delport 2012; Mampshe (2015:49). It was a scientific method employed to read and understood the written text for others to better understand their meanings in relation to natural occurrences (Mohajan, 2018: 5). Through this design, the researcher made informed scientific conclusions and recommendations to solve identified research problem of managing the curriculum delivery within the CLCs (Creswell & Creswell, 2018:240).

Qualitative research consists of different research designs that include phenomenology, narrative, content analysis, action research, case study, ethnography, historical research, and grounded theory (Creswell & Creswell, 2018: 45). McMillan and Schumacher (2006); Gentles, Charles, Ploeg and McKibbon (2015); and Mohajan (2018) argue that socially constructed multiple realities and perspectives are characteristics of qualitative research approach that require the researcher to consider them to produce the research results that are as close as possible to the natural settings. These characteristics are informed by the participants' point of view on the phenomena being researched. The researcher became the primary data interpreter so that the text may represent the exact meaning from the participants' point of view and understanding of the phenomena being researched (Lincoln & Guba, 2013). Therefore, qualitative research design was suitable for this study to assist the researcher to establish if the CLC leaders were guided and supported or not, to effectively manage the curriculum delivery. Phenomenology design was employed to guide this study, based on its ability to probe the everyday life experiences of participants as they interacted meaningfully amongst themselves (Mohajan, 2018: 8). It allowed the researcher to be subjective in approach thus the researcher became closer and involved with participants in the natural settings of the phenomena being investigated (Creswell, 2009; Creswell, 2013: 20).

Phenomenology in this study is briefly explained as follows: *(a) Ontological:* It is the reality of how the researcher and participants view the social world (Barnes, 2018: 380-381). There are multiple realities in how CLC leaders are guided and supported or not in effectively managing the delivery of the curriculum within the CLCs. These realities are meant to benefit the community (CLC community in this study) rather than the individual (Chilisa, Major & Khudu-Peterson, 2017: 365); *(b) Epistemological:* It is about the researcher's role during the engagement with participants in the research (Barnes, 2018). How African participants perceive the world is influenced by their culture in gaining knowledge (Etuk & Silas, 2020: 57). Hence the researcher's approach was close to the participants in their place of work (in CLCs) to try and understand how CLC leaders are guided and supported or not, in effectively managing the delivery of the curriculum within the CLCs: *(c) Axiological:* This is about the research values and ethics (Barnes, 2018). The researcher provided the relevant and correct information for his subjective approach, in this study, for the benefit of ethical requirements and understanding of his exact involvement and participation (Nwosimiri, 2019: 80). Understanding the phenomena in its natural setting is what the researcher employed when he enquired about out how CLC leaders are guided and supported or not in effectively managing the delivery of the curriculum within the CLCs (Creswell, Hanson, Clark Plano & Morales, 2007: 120-121; Creswell, 2013: 147).

(d) Methodological: It is about how we conduct the research (Barnes, 2018). How the researcher employs an investigative approach to find out about the phenomenon being researched (Bradshaw, Atkinson & Doody, 2017: 3). Thus, the participants were allowed to voice their own understanding of the phenomena under study during the data collection. Masoga (2016) argues that for relevant effective research solutions within the indigenous communities, indigenous ontology, epistemology, axiology, and methodology should be applied to avoid having solutions that do not address the identified challenges. There is an outcry for not using appropriate methodologies within the indigenous communities which results in these communities not showing interest in participating in scientific research (Wright, Wahoush, Ballantyne, Gabel & Jack, 2016). Western methodologies seem to hold different perspectives when it comes to addressing the research problems within the indigenous communities (Twikirize & Spitzer, 2019: 21; Mazzocchi, 2020:2).

The Eurocentric design methodologies hold a different perspective on replicating the problem-solving processes that involve simplicity and efficiency, instead they tend to promote colonialism (Akama, Hagen & Whaanga-Schollum, 2019). Hence the need to employ indigenous methodologies when the research is conducted within indigenous communities.

4.5 POPULATION AND SAMPLING

4.5.1 Population

A population is a group of individuals who volunteered to be participants in the research according to Creswell (2007; 2012; 2013). Usually, the entire population is too large to sample, hence sampling techniques are used to determine their selection (Creswell, *et al,* 2007:23; Creswell, 2012: 339; Creswell, 2013: 233). The target population refers to all participants who meet a certain criterion for a specific research project. This study's target population (Alvi, 2016) included all CLCs in Gauteng province. In research, a population can be homogeneous or heterogeneous depending on the aim of the study and the problem the study is intending to address (Alvi, 2016: 10; Creswell, 2013: 156). The heterogeneous type of a population can be described by characteristics such as CLC leaders' knowledge and skills among others (Alvi, 2016: 10). The identified problem in this study is how are the community centres' leadership supported and guided to effectively manage curriculum delivery within the CLCs in the Gauteng province. It guided the researcher to choose the appropriate population (Creswell, 2013: 156). The population in the study played a significant role in answering the research question and providing relevant and appropriate solutions to the research problem. The population of this study was from 47 CLCs which included the municipal districts of Tshwane, Ekurhuleni, Sedibeng, West rand and Johannesburg. There was a minimum of three CLCs in each municipality. There were five municipalities in total in the Gauteng province with a total of 15 participants representing the population for this study. Five district officials, five lecturers and five leaders represented a population from five municipal districts in the Gauteng province.

4.5.2 Sampling

The process of drawing a sample from a large population is called a sampling method (Alvi, 2016: 11). A sample represents a part of the whole population, and it represents a total sum of people or things, which are participants or subjects in the study (Etikan, Musa & Alkassim, (2016: 1). The individuals who were invited to form part of the study are selected as research participants depending on the sampling technique used in the research and their characteristics (Creswell, *et al,* 2007: 351; Creswell, 2012: 21). A sample represents a part of the whole population, and it represents a total sum of people or things, which are participants or subjects in the study (Etikan, Alkassim & Abubakar, 2016: 1). Meaning, that it is a small portion of the population, who agree to participate in research, and they are chosen because of their relevance or suitability to the study.

Probability sampling and non-probability sampling methods are two broad categories used in research (Alvi, 2016: 12-14). Probability sampling is also called a random or representative sampling method. It has methods such as simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, and multistage sampling. It is a sampling method that accommodates almost every participant in a population to be part of the study and it requires the population to have specific details (Alvi, 2016: 12-14). Its advantages include reduction of errors in the sampling system, reducing biases, and there is a possibility of generalising samples (Alvi,2016). Being expensive, and needing more time and effort are disadvantages of this sampling method (ibid).

Non-probability sampling allows a general and specific population to be sampled as participants for the research, asserts Alvi (2016). It consists of volunteer sampling, convenient sampling, purposive sampling, quota sampling, snowball sampling, matched sampling, and genealogy-based sampling. According to Alvi (ibid), the advantages of the non-probability sampling method include less costs, effort, and time to complete. While sampling errors, sampling biases, and sampling not generalisable are some of its disadvantages. The researcher chose to employ non-probability sampling and purposive sampling as explained in detail in the following section.

4.5.3 Purposive Sampling

It is a sampling method that is based on qualities the participants possess and it allows the researcher to decide what is to be known from participants who volunteered to provide the information (Etikan *et al.,* 2016). The researcher sampled a portion of the CLCs population in Gauteng province which was a representative homogenous group of the population in this study (Etikan *et al,* 2016; Alvi, 2016: 10; Creswell, 2013: 156). In this study, one CLC leader and one CLC lecturer were purposively sampled per municipality to make a total of five leaders and five lecturers, and three district officials. The total sample of this study consisted of 13 participants, which includes five CLC leaders, five lecturers and three District officials. Purposive sampling was effective in assisting the researcher to select knowledgeable participants based on their characteristics or traits for the rich and relevant data to be collected (Creswell, 2012). The participants had specific characteristics of leadership, years of working experience, and the ability to express themselves. They also possessed the knowledge in managing the curriculum delivery and providing curriculum support to some of the role players within the CLCs in Gauteng province.

The sampled participants gave detailed and rich points of view about the CLC leadership support towards the management of curriculum delivery. Purposive sampling contributed to the scientific sampling procedure of this study and assisted in ensuring that all relevant participants for this study were included (Johnson & Christensen, 2012: 236). Purposive sampling was used because of participants with specific characteristics of leadership, years of experiences including the ability to express themselves and knowledge possessed in managing the curriculum delivery within the CLCs in Gauteng province as well as the period of their leadership. This kind of sampling method made it possible for the researcher to collect rich and relevant data based on the phenomenon being researched (Etikan *et al,* 2016). The following tables provide a summary of the sampling used in this study:

Table 1: PURPOSIVE SAMPLING FOR INDIVIDUAL FACE-TO-FACE INTERVIEWS

No:	Participant and Gender	Site	Portfolio	Years of work experience
1.	Leader 1 (M)	Community Learning Centre (CLC) 1	CLC Leader	16 years
2.	Leader 2 (M)	Community Learning Centre (CLC) 2	CLC Leader	12 years
3.	Leader 3 (F)	Community Learning Centre (CLC) 3	CLC Leader	4 months
4.	Leader 4 (M)	Community Learning Centre (CLC) 4	CLC Leader	10 years
5.	Leader 5 (M)	Community Learning Centre (CLC) 5	CLC Leader	8 years
6.	Lecturer 1 (F)	Community Learning Centre (CLC) 1	CLC Lecturer	8 years
7.	Lecturer 2 (M)	Community Learning Centre (CLC) 2	CLC Lecturer	12 years
8.	Lecturer 3 (F)	Community Learning Centre (CLC) 3	CLC Lecturer	16 years
9.	Lecturer 4 (M)	Community Learning Centre (CLC) 4	CLC Lecturer	1 year and 8 months

10.	Lecturer 5 (F)	Community Learning Centre (CLC) 5	CLC Lecturer	12 years
11.	District official 1 (M)	District office 1	District Official	12 years
12.	District official 2 (M)	District office 2	District Official	11 years
13.	District official 3 (M)	District at his home	District Official	11 years
TOTAL:	13 Participants	10 CLCs, 2 District offices and 1 home	5 leaders, 5 lecturers and 3 district officials	130 years

4.6 DATA COLLECTION AND INSTRUMENTS

4.6.1 Data Collection Process

Qualitative data collection is a research process of study where the researcher recruits participants, selects and employs appropriate data collection instruments, and records collected data after obtaining permission from participants (Creswell & Creswell, 2018). According to Creswell and Creswell (2018), qualitative data collection instruments include observation, documents, interviews, audio-visual, audio recording, and digital materials. Furthermore, they assert some of the advantages and disadvantages of these instruments that should be considered by the researcher as follows.

Advantages: observation – the researcher observes the participants in person; *documents* – they save transcription costs and time for the researcher; *interviews* – effective when the research explores the participants' point of view; *audio-visual, audio recording, and digital materials* – it might be a disturbance to the responses of the participants.

Disadvantages: observation – the researcher may be perceived as an outsider; *documents* – they may not be authentic; *interviews* – collected data are perceptions of participants; *audio-visual, audio recording, and digital materials* – provides an opportunity for participants to state their own understanding and experiences.

For the benefit of this study the researcher used interviews*, esigcawini kuyaxoxwa* (focus group discussions), one-on-one individual interviews, and document analysis because they were effective in assisting the researcher to answer the research question and achieve the trustworthiness of the findings of this study as explained in the following sections. The researcher addressed the identified weaknesses of data collection instruments by using the authentic documents from the DHET and DBE for document analysis, recorded interviews and *esigcawini kuyaxoxwa* verbatim responses and triangulation was employed.

4.6.2 Data Collection Instruments

Research instruments are techniques or tools used to collect research data. They should have been tested and approved in producing the required outcomes for that specific research project (Dikko, 2016: 521). Face-to-face individual interviews, document analysis and focus groups are qualitative research data collection instruments used in this study. These data collection instruments were appropriate and seem to be effective when using phenomenological research design because they focus on understanding the lived experiences of the participants based on the phenomena being researched (Creswell, 2013: 161). The face-to-face individual interactive interviews allowed participants to be free in expressing their own understanding of the research problem and the researcher to move the conversation to deeper levels by sharing his own understanding (Creswell, 2013: 166).

4.6.3 Semi-structured Individual Interviews

Semi-structured interviews refer to a qualitative research data instrument that is flexible for the researcher to use during data collection, according to Ryan, Coughtan and Cronin (2009). The researcher had a choice to ask planned questions in any sequence possible depending on the need at the time, and spontaneous questions that were not planned are allowed if they addressed the main research question of the study as argued by Corbetta (2003); Power, Campbell, Kilcoyne, Kitchener and Waterman (2010). Semi-structured interviews are usually challenging for new researchers in the field because they may not have the required skills to use unstructured interviews as stated by Creswell (2007).

Semi-structured interviews are flexible in nature, and they depend on how the interviewee answers the questions posed by the interviewer during the interaction to collect data in qualitative research as stated by Adhabi and Anozie (2017: 4). It is an interaction between the interviewee and an interviewer for the purpose of collecting research data according to Adhabi and Anozie (2017). The researcher chose to use semi-structured interviews based on their flexibility. In this study, the power dynamics were avoided by not allowing any interference or disturbances, even from the researcher himself as stated by Alshenqeeti (2014). The researcher had to manage his biases by allowing the participants to provide their own understanding of the phenomenon under investigation without any interruption or being influenced by the researcher as stated by Creswell and Creswell (2018). The researcher also mitigated another weakness of the interview by making sure that all participants were granted an opportunity to provide their own responses to their satisfaction as argued by Creswell and Creswell (2018).

The open-ended questions were utilised during the semi-structured interviews to better understand the meaning of what the participants said (Creswell, 2003: 9). The semi-structured interviews were conducted once, and member checking was done three years after the interviews were conducted to verify the understanding from the participants' point of view. The researcher had to make sure that participants had given him written consent before audio recording the interviews.

The participants were made to feel comfortable, and pseudo names were used instead of their real names as stated by Thomas (2017); Merriam and Tisdell (2016). There were no retakes (re-recording of audio) because the participants felt that they had expressed their experiences well according to their own understanding of the phenomena. This was done so that participants were satisfied with their own meaning of the phenomena under investigation. Semi-structured interviews allowed the researcher to ask questions in any sequence than the one he had planned to ask, as per Robson (2002) cited in Dikko (2016: 523).

All 13 participants were individually called by the researcher to set up individual appointments for semi-structured interviews. The researcher allowed the participants to choose their own interview venues so that they would feel comfortable and free during the interviews. Relevant information documents (Annexures B, D, E, F, G, and H) explaining the study in detail and the participants' consent form were sent to each participant after each had agreed to take part in the interviews. The interviewees were made to feel free to express their understanding of the phenomenon being researched while interactively probing further, as presented by Alshenqeeti (2014).

As an interviewer, I had to address the interviewees and show respect throughout the interviews. Thus, clarity of what the interviewee understood and meant was obtained with a lot of ease, making the interviews beneficial. Participants spoke freely because of the interaction and a conducive interview environment that necessitated the researcher's accountability (Room, 2018). Probing in this instance needs to be accessible naturally through original voice and style to seek clarity when following up on earlier responses, as argued by Rivombo (2018: 76-78); Moahi (2020: 100-101). Open-ended questions were employed for all sampled participants. In each CLC, a leader and a lecturer were interviewed. The participants used their own words in answering the interview questions without being guided by the researcher on how to answer the questions as pointed out by Morrison (2012).

4.6.5 Esigcawini Kuyaxoxwa (Focus Group Discussions)

There are different views about the definition of a focus group within the scientific research sphere as proclaimed by Wilson (1997: 211). Interestingly, there is a common understanding of what a focus group should consist of. Hence a focus group discussion is seen as a group discussion that encourages participants to express their perceptions freely with less possible discomfort and intimidation based on the phenomenon under investigation, according to Morgan and Spanish (1984); Merton (1987); Bers (1989); Stewart and Shamdasani (1990); Krueger (1994), cited in Wilson (1997: 211). These authors agree on basic elements that should be part of a focus group and they include (a) a small group of 4-12 people; (b) meeting with a trained researcher/facilitator/moderator for 1-2 hours; (c) discuss the selected topic(s); (d) in a non-threatening environment; (e) explore participants' perceptions, attitudes, feelings, ideas; (f) and encourage and utilise group interactions as stated by Wilson (1997). Focus group interviews were used for the trustworthiness of the findings of this study which included validity, transferability, dependability, confirmability, and authenticity as argued by Lincoln and Guba (1985; 1994) cited in Cope (2014: 89). Therefore, the focus group interview seemed to be effective in encouraging interactions between group participants and producing rich data and insights, according to Morgan (1996).

Esigcawini is an isiZulu word with a dual meaning of a dancing venue or a traditional discussion venue for local meetings (Vilakazi, 1939; Mthembu, 2000; Impey, 2015; 2006) and it is ko Kgorong in seSotho language (Mnguni & Muller 2009; Mogale, 1945; Mpe, 1942). Therefore, for the benefit of this study, focus group discussions in isiZulu is called esigcawini (Vilakazi, 1939). Kuyaxoxwa means discussion in isZulu language. Hence the esigcawini kuyaxoxwa, which means a local traditional venue for discussions. The researcher chose to use esigcawini kuyaxoxwa because it was relevant and meaningful to the participants in this study, and it contributed to building trust between the researcher and the participants. Their reciprocal relationship was built during the time that was spent before and during the focus group discussion. In the words of Kitzinger (1994); Wilson (1997) the researcher argues that focus group interviews are not a new concept in the African context. Especially in the way Africans have been living during the pre-colonial era. Some of the examples include village

gatherings for specific elderly community members under the leadership of the local chief to solve identified community challenges; ko Kgorong in seSotho language (Mnguni & Muller 2009; Mogale, 1945; Mpe, 1942), and esigcawini in isiZulu language (Vilakazi, 1939). Esigcawini kuyaxoxwa was conducted for about 2 hours with one group of five male participants namely district official 1 (12 years of experience), district official 2 (11 years of experience), leader 1 (16 years of experience), leader 2 (12 years of experience), and lecturer 2 (12 years of experience) because some passed on, and others had personal challenges including loadshedding which was on stage four at the time. The researcher had asked all questions including the follow-up questions and the participants' points of views were audio-recorded. Member checking was conducted for about 1 hour and 20 minutes with the same participants from esigcawini kuyaxoxwa including leader 5 (eight years of experience). It was after the participants were satisfied with their responses being represented accurately that the discussion member-checking concluded. The questions used for esigcawini kuyaxoxwa are attached as an appendix: E. Thus, the researcher used esigcawini kuyaxoxwa for the benefit of this study.

In the same vein, Romm (2015) calls esigcawini kuyaxoxwa, talking circles which is conversational in nature. One of the disadvantages of focus group discussions is that of meeting with a trained researcher who might be seen as a threat to indigenous African participants in research because he might be seen as an external person. Should the trained researcher lack the required skills and knowledge to manage and control the focus group discussions, they may end up being chaotic and not achieve the intended results (Creswell, 2012). Esigcawini kuyaxoxwa requires the researcher to become part of the discussions in a reciprocal relationship (Ngulube & Ngulube, 2017: 132) and not an external person who came to extract data for his or her benefit and that of the university.

The researcher found that the participants were more welcoming and felt respected and welcomed by using the local name esigcawini kuyaxoxwa because it was well understood by the local participants in the study. The participants also felt a sense of pride for the Unisa research to be using a local language.

Thus, the researcher argues that it would seem not to be the case when using a foreign language and concept during data collection (Gergen, 2020: 19). The reciprocal relationship was built by using the concept that represents the local language and local people (Chilisa & Tsheko, 2014). Esigcawini kuyaxoxwa provided a platform for the CLC leaders, CLC lecturers and CLC district officials to discuss and share their views and understanding about the CLC leadership support for the management of curriculum delivery. Esigcawini kuyaxoxwa captured the views and understanding of a group of participants instead of an individual's understanding like in an individual face-to-face interview (Morgan, 1988). The other important reason for using esigcawini kuyaxoxwa is a common understanding of the phenomenon under investigation which was possible to achieve. Chilisa and Tsheko (2014) emphasise the use of local languages and local subjects to produce locally eloquent solutions to local research problems. Consequently, in this study, the researcher applied the esigcawini kuyaxoxwa because it is a local language, with local participants who are indigenous people, intending to solve the local research problem which is the support for the management of curriculum delivery.

Table 3: PURPOSIVE SAMPLING – ESIGCAWINI KUYAXOXWA (Focus Group)

No:	Participant and Gender	The site and The Period	Portfolio	Years of work experience
1.	Leader 2FGD (M)	Community Learning Centre (CLC) 2 The period before the transition	CLC Leader	15 years
2.	Lecturer 1FGD (M)	Community Learning Centre (CLC) 1 The period before the transition	CLC Lecturer	11 years
3.	Lecturer 2FGD (M)	Community Learning Centre (CLC) 2 The period during the transition	CLC Lecturer	15 years
4.	Lecturer 3FGD (M)	Community Learning Centre (CLC) 3 The period after the transition	CLC Lecturer	8 years
5.	Lecturer 4FGD (M)	Community Learning Centre (CLC) 4	CLC Lecturer	16 years

		All three periods of the transition		
6.	District official 1FGD (F)	District office 1 The period before the transition	District Official	8 years
TOTAL:	6 Participants	Online Microsoft Teams	1 leader, 4 lecturers and one district official	73 years

4.6.6. Document Analysis

Document analysis is a process that uses the extraction of information from documents, of in-depth information and knowledge, based on the research study, according to Miranda (2015: 503). It is an empirical system of identifying and analysing relevant text in a document with the aim of interpreting and examining the document as proclaimed by Chinedu and Mohamed (2017: 207). The advantages of document analysis include requiring less time because it allows the collection of data without any data selection. They are available in the public domain, can be accessed without the author's permission, they cost less, they take less time to be accessed, and they are stable because the researcher cannot alter what has been researched as argued by Bowen (2009: 32). Some of the disadvantages are having limited information, and not being accessible according to Bowen (2009). There are more advantages than disadvantages of document analysis. Thus, the researcher chose to employ it.

Document data collection methods included asking for relevant curriculum documents used in delivering and managing the curriculum within the CLCs. The analysed documents in this study were identified by leaders, lecturers, and district officials during the data collection process. They include DBE (2001), Guidance and Counselling Training Manual for ABET Practitioners, DBE (2006), ABET BILL, DBE (2009) Ministerial Committee Green Paper on ABET, DBE (2000), ABET Act Summary Transcript of Learners, DBE Employment of Educators Act No.76 of 1998, DBE (2000), Policy Document for ABET, DBE (2012), Site-Based Assessment and Moderation procedures for ABET Level 4 Students Circular 04/2012, DHET (2013), Umalusi Policy for the General Education and Training Certificate for Adults: A

Qualification at Level 1 on NQF, DHET Function Shift Circular 1 of 2014, DHET Function Shift Circular 2 of 2014, DHET Function Shift Circular 4 of 2014, DHET (2013), Umalusi Quality Assurance Report on Examination GETC: ABET L4.

Documents from lecturers, leaders and district officials covered the three different periods: (1) the before period (1970s to 2014) include a) DBE (2012) Site-Based Assessment and Moderation procedures for ABET Level 4 Students Circular 04/2012; b) DBE - Employment of Educators Act No.76 of 1998; (2) the during period (2015 to 2017) used the documents from the before period because the sector was still not regulated. Instead, some of the documents were reviewed such as Circular 4 of 2012; (3) the after period (2018 to 2020) include (a) Small Medium and Micro Enterprises (SMME) Unit standard SAQA US ID: 1006-1009 (2018); (b) DHET (2020) Annual Performance plan; (c) DHET (2019) The community education and training college system: National plan for the implementation of the white paper for postschool Education and training system 2019-2030.

The documents within the before, during and after the transitional periods, are used within CLCs. They indicate that there is no guidance and support provided to the CLC leaders when it comes to effective management of curriculum delivery. Instead, some of these documents provide guidance to the lectures, students, and district officials in fulfilling their respective curriculum responsibilities, thereby offering the needed support for them to do their work. This creates an assumption that the CLC leaders would naturally manage without any form of guidance or support. Finding specific documents used in each period was trying to establish if there were any differences in effective management of curriculum delivery and the guidance and support of CLC leaders as outlined in the process of analysing them below.

4.6.7 The process of analysing the pre-transition period documents

Three different periods of this 'new' sector of Adult Community Education and Training (ACET) were the focal points of this study. CLCs moved from DBE to DHET in April 2015. The period before transition is briefly discussed below based on the document analysis process. The before transition period documents are some of the documents used for curriculum delivery within CLCs. A total of 12 different documents were

analysed. The researcher had to analyse these documents in order to find out if CLC leaders are guided and supported or not for curriculum delivery based on the following six descriptors: (a) Management of curriculum delivery, (b) Curriculum delivery support, (c) Management of Lecturers within the community learning centre, (d) How Leaders and / or Lecturers are supported when it comes to Teaching and Learning, (e) Leadership of the community learning centre, (f) How Leaders and / or Lecturers are supported when it comes Curriculum assessment and How lecturers are supported when it comes to Professional development / Professional misconduct.

During the analysis process, each document was analysed by scanning the table of contents and reading through the relevant chapters or sections up to the last page in order to identify any descriptor of the six in the document analysis tool. If any descriptor was identified from the document, the tool was ticked with a 'yes' and the page number/s were written in the tool for easy reference. These results were recorded under the summary of findings at the end of the tool. If there was no descriptor found in the document, a 'no' was ticked on the tool. The document analysis grid (annexures A and B) is a summary of findings for all 12 (12) analysed documents. The document analysis tool used required basic information which included the name of the document, the document creator, analysis date, the document page number/s and the summary of findings as illustrated below on Appendix K (document analysis tool), and Annexures A and B (document analysis grid).

4.7 DATA ANALYSIS

Data analysis is a process where the collected data are broken down into small manageable chunks for it to make sense and further develop themes according to Creswell (2014; 2012); Thomas (2017). Qualitative data analysis consists of a range of systems and processes that allowed the researcher to be logical and systematic in exploring the collected data. Data collection and the analysis of it within the qualitative research practice are not in numbers but instead in words, as stated by Creswell (2013: 49); Mohajan (2018: 2). The researcher employed manual data analysis and interpretation because it is one of the reliable data analysis and interpretation processes in a qualitative research method (McMillan & Schumacher, 2006:369). The researcher had an in-depth understanding of the research context and activities

throughout the qualitative research processes and procedures employed in this study. Data were analysed to be useful and derive meaning as stated by Mohajan (2018: 2). In this study, the researcher used collected data to interpret and understand the meaning of the situation or the phenomena under investigation, according to Creswell (2013: 48). Qualitative data came from the participants' interviews and documents (Creswell, 2014: 17), where participants worked together for a common purpose of understanding the phenomenon under investigation through a communal spirit of ubuntu as stated by Twikirize and Spitzer (2019: 23).

Analysing the collected data seemed to be a challenging and tedious process, according to Creswell (2013: 49). Enough time was needed to analyse, interpret, and summarise data as proclaimed by McMillan and Schumacher (2006:367), hence it took longer than expected to go back and forth the data collected, to ensure correctness, in the form of validity and reliability, to yield a credible study. I wanted to be critical, resourceful, artistic, and apply logic during data collection and analysis, as per Maher, Hadfield, Hutchings and Eyto (2018: 1).

The 21st Century demands researchers to be equipped with the required data analysis skills for accurate results as argued by Guo, Lu, Ding, Hu, Hu, Wo, Fan, Wang Qin, Cui and Yang (2016: 1347). In this study, the researcher maintains that manual data analysis and interpretation provided a platform for accurate, timeous, and reliable data analysis that seemed to be effective in producing scientific results, given that there was the preferred data analysis method to use than any other method for analysis. The main reason for effective, correct and in-time data analysis is for the results to be as close as possible to the real-life situation to solve the real-life challenges (Wang *et.al.*, 2016: 336).

 I organised data into small manageable parts and merged them into categories as indicated in Figure 1.1 below and aligned to answer the research question as stated by Raskind, Shelton, Comeau, Cooper, Griffith and Kegle (2019: 34). The process of analysis also included dividing data into practicable emerging codes and themes. These codes and themes were organised logically to produce conceptual information that is understandable, according to Creswell (2015: 156). Therefore, the data were

collected and analysed to answer the main research question meaningfully and present scientific findings as stated by Castleberry and Nolen (2018: 808). The findings of each theme are discussed in Chapter 5. Fig. 1.1 shows the steps, adapted from McMillan and Schumacher (2006:369), used to analyse data collected in this study:

Fig. 1.1: Steps in analysing qualitative data

Collect Data	Organise Data	Transcribe Data into segments	Code Data	Describe Data	Categorise Data	Develop Codes and Themes
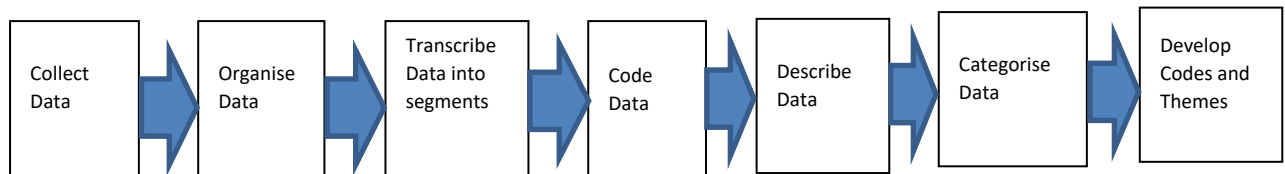
Source: Adapted from McMillan and Schumacher (2006:369)

Data analysis process

- **Collect data:** Collected data from interviews and various sources was prepared for organisation.
- **Organise data:** Prepared data were read more than once and arranged into meaningful and workable groupings.
- **Transcribe data into segments:** Selected data were organised into their respective divisions in order to facilitate the analysis process.
- **Code data:** Data were broken down to yield meaning and codes were provided on the data divisions for better understanding. Segments containing one idea were developed and labelled.
- **Describe data:** Codes were described based on the respective data.
- **Categorise data:** Categories were developed from the described data to create a clear meaning of the analysed data.
- **Develop codes and themes:** Codes and themes were formed to emphasise the understanding of the analysed data which could have been complex.

The following pseudonyms were used to ensure confidentiality and anonymity in this study. They were also used as data codes:

* CLC 1 – 5; Leader 1 – 5; Lecturer 1 – 5 and District official 1 – 3.

* Leader 1 and Lecturer 1 were from CLC 1 representing the before period

* Leader 2 and Lecturer 2 were from CLC 2 representing the during period

* Leader 3 and Lecturer 3 were from CLC 3 representing the after period

* Leader 4 and Lecturer 4 were from CLC 4 representing all three periods

* Leader 5 and Lecturer 5 were from CLC 5 representing all three periods

* District officials 1 – 3 were from same district representing the before, the during and the after-transition periods respectively. District officials from the same district were chosen instead of different districts because of accessibility and the shortage of district officials in the sector.

4.7.1 Thematic Analysis

The procedure where the researcher analysed the collected data and identified developing patterns and themes is called thematic analysis and it is usually used in qualitative research (Castleberry & Nolen, 2018: 808). The thematic analysis procedure assisted the researcher to artistically analyse the collected data from the individual face-to-face semi-structured recorded interviews and focus group interviews. The data were then transcribed by the professional transcriber into text for further processing by the researcher for accuracy (Merriam & Tisdell, 2016). The transcribed data were easily accessible to the researcher for further analysis. Merriam and Tisdell (2016) state that immersion is a process involving the reading of data repeatedly and searching for meanings and patterns to understand the collected data. The researcher read the data several times and the patterns emerged during this process for a better understanding, categories were developed, analysed, and put to make sense for reading (ibid). Themes emerged from the emerged patterns, and they were recorded by the researcher as part of the thematic analysis (Creswell, 2014). Identified emerging themes are very important because they should capture something about the research questions (Castleberry & Nolen, 2018: 812). The codes were developed by the researcher from the themes to finalise the thematic analysis procedure and interpret the research findings (Creswell, 2014).

4.7.2 Coding

Coding is a process of breaking data into small manageable parts through themes that are related to each other (Austin & Sutton, 2014; cited in Castleberry & Nolen, 2018: 808). It also involves the researcher identifying parallels and variances in the collected data (Sutton & Austin, 2015; cited in Castleberry & Nolen, 2018: 809). Creswell (2014) defines coding as a process of describing people, places, events, categories, and

themes in specific research setting for analysis. Creswell further argues that these themes are usually used to become the main findings of the study (ibid). They may also be used as the headings for the findings of the study. The researcher analysed the developed themes and put them into general descriptions to create a meaningful storyline in a narrative manner which is relevant to the phenomenological design (Creswell, 2014). The researcher personally interpreted the results of the study using the literature that was reviewed in Chapter 3, which is the last step of the coding process in a qualitative study (Creswell, 2014).

4.8 TRUSTWORTHINESS OF THE STUDY

Creswell (2014) asserts that trustworthiness is the reliability of qualitative research data to confirm the quality of the study. Lincoln and Guba (1985; 1994) cited in Cope (2014: 89) argue that there are five criteria that qualify trustworthiness for quality results in qualitative research. These include credibility, confirmability, transferability, dependability, and authenticity as the common criteria employed in qualitative research. Thus, the researcher employed credibility, dependability, transferability authenticity and confirmability as measures to achieve the trustworthiness of this study. These measures are briefly discussed in this section.

4.8.1 Dependability

It is a process that seeks to confirm if the same findings can be replicated should the study be conducted within the same context, and it has to do with the consistency of the collected data (Bitsch, 2005). Dependability was an appropriate process for this study because it refers to the findings of the data being dependable (Polit & Beck, 2012; Tobin & Begley, 2004). The dependability of this study was achieved by requesting an independent critical reader to go through the study. The critical reader reviewed the research questions, the analysis of data and the validation of the themes that emerged from the data.

4.8.2 Transferability

It is a process to transfer qualitative research results to other settings or participants as an interpretive equivalent of generalisability (Sekaran & Bougie, 2016; Houghton,

Casey, Shaw & Murphy, 2013; Polit & Beck, 2012). The researcher sampled five CLC leaders, five CLC lecturers, and three district officials from five CLCs from five municipalities and two district offices in the Gauteng Province. The researcher was guided by the possibility that the research findings might be transferable to other CLCs with a similar context in other provinces in South Africa.

4.8.3 Confirmability

Conformability is a confirmation of the research results by other researchers based on the interpretations of the findings (Silverman, 2016). In the same breath, it is the ability of the researcher to show that all the collected data are the true representation of the participants' points of view and not that of the researcher (Polit & Beck, 2012; Tobin & Begley, 2004). The researcher proved the conformability of this study by providing details of how data analysis was conducted to reach trustworthiness and meaningful conclusions made in this study (Cope, 2014). The study was conducted at five different CLCs where the participants were not familiar with the researcher. The researcher circumvented conducting individual face-to-face interviews, and esigcawini kuyaxoxwa with participants he knew. He also avoided using leading questions and suggesting that there is a right or wrong response during data collection. The collected evidence of the face-to-face individual interview transcripts was kept safely. The researcher also audio-recorded esigcawini kuyaxoxwa with the consent of the participants. All the mentioned procedures will assist other researchers to confirm the results and improve the trustworthiness of the study (Doody & Noonan, 2013).

4.8.4 Authenticity

Authenticity is the process of presenting and stating the participants' point of view and experiences about the phenomenon being investigated honestly and with openness by the researcher (Polit & Beck, 2012). The researcher in this study applied integrity when presenting the participants' points of view from the collected data, data analysis, data interpretation, and making findings and relevant conclusions. Hence this study meets the trustworthiness based on the authentic presentation of the participants' points of view by the researcher. There were four criteria for trustworthiness by Lincoln and Guba (1985) before authenticity was added (Cope, 2014: 89). Authenticity is the

fifth criteria that was added by Lincoln and Guba (1994) as a secondary criterion for the trustworthiness of the qualitative research (Cope, 2014).

4.8.5 Credibility

Credibility is a process in scientific research used to confirm the trustworthiness of the results and it requires the researcher to link the results of the study close to reality by solving real-life problems of the study at any given time (Cope, 2014: 89). Blasch, Laskey, Jousselme, Dragos, Costa and Dezert (2013: 1) assert that credibility is a process where the content of collected evidence is influenced by human assessment. The identified problem of this study is how are centre leaders supported and guided or not, before, during and after their transition, to effectively manage curriculum delivery and tackle misconduct that may impact teaching and learning within the CLCs? The purpose of this process was to strive to achieve the same understanding of the phenomenon between the researcher and the participants. The researcher employed the initial basic steps by audio recording the interviews and esigcawini kuyaxoxwa verbatim to sure that the participants' views were presented accurately. Credibility was also confirmed by member checking, where the researcher went back to the participants to make sure that their points of view were accurately presented. Triangulation was also used to enhance credibility by verifying the collected evidence from different individuals, different types of data, and different types of data instruments (Creswell, 2012). Face-to-face individual interviews represented data collected from individuals, data collected from individual interviews, esigcawini kuyaxoxwa, and documents represented different types of data and data collection instruments. Contrary to social media, where credibility is left to the readers to apply their own judgement, depending on their individual ability to do so (Han, 2018: 25). In scientific research, trustworthiness is measured through credibility as one of the five criteria (Lincoln & Guba, 1985; 1994) because the collected evidence was influenced by human assessment (Blasch, *et al,* 2013: 1).

4.8.6 Triangulation

Triangulation was employed through interviews, document analysis, and data triangulation to achieve credibility. Loosely put, the researcher and the participants should agree on the understanding and meaning of the phenomenon being

researched. The findings of the interviews and documents were verified in a sequence to confirm the credibility of the study (Merriam & Tisdell, 2016: 245; Natow, 2019: 2). It means the application of various methodologies and coming up with similar results irrespective.

4.9 ETHICAL CONSIDERATIONS

Ethical consideration is defined as a process where the researcher builds a reciprocal relationship with participants, protects them and the institutions involved in the research, and avoids any possible research misconduct that may occur (Israel & Hay, 2007). Ethical clearance was obtained from the University of South Africa's (Unisa) research ethics committee in the College of Education. The ethical clearance certificate, with reference number 2019/10/16/43073271/19/MC was acquired as required. Permission was sought from the Department of Higher Education and Training (DHET) to conduct the research within the CLCs in Gauteng province. The permission of conducting the research within the identified CLCs, CLC leaders, CLC lecturers and CLC district officials was obtained as required (Annexures B, D, E, F, G, and H). The requests for participants were done through telephone calls, e-mails, short message services (SMS) and WhatsApp to all respective participants.

Consent was sought from all participants after explaining the process and purpose of the study. Thereafter, they were requested to sign the consent forms before the interviews were conducted and recorded verbatim. Data collected are stored for a period of five years in a password protected computer. Participants were advised that they were not bound to continue even if they had initially indicated their willingness to take part in the research. They were also allowed not to answer questions they were not comfortable responding to, without any consequences (Dhlamini, 2012: 115). The researcher took the responsibility of keeping participants safe and away from any harm during the period of collecting data. The participants' privacy and anonymity were guaranteed by the researcher by making sure that they knew what was expected of them and pseudonyms of leaders 1, 2, 3, 4 and 5; lecturer 1, 2, 3, 4 and 5; district official 1, 2 and 3 were used in this study. The interviews were conducted at the respective venues that were chosen by the participants including at a time that suited them.

4.9.1 Request for Permission

The researcher started by applying for ethical clearance from the University of South Africa. Thereafter, he requested for permission to conduct research by writing official letters to the Department of Higher Education and Training (DHET), the Gauteng Community Education and Training College (GCETC), and community learning centre (CLC) leaders, CLC lecturers, and CLC district officials. All the above-mentioned stakeholders gave official permission to the researcher to conduct the research and consent letters were signed by possible volunteer participants. The researcher collected relevant rich data according to the research schedule agreed upon with the participants.

4.9.2 Conflict of Interest

There was no conflict of interest because the research was not conducted at the workplace of the researcher. The research was conducted at five community learning centres (CLCs), two district offices, and one at home. In this study, leading questions were avoided by the researcher. Participants were advised before the data collection process that there were no right or wrong answers. Instead, they should provide answers to the best of their knowledge and ability.

4.9.3 Informed Consent and Voluntary Participation

The research had a total of 13 participants who volunteered to be the participants in this study. This is after the researcher requested permission from the CLC leaders and the GCETC principal. Individual letters about the research to be conducted indicated its aim and objectives, the participants' right to withdraw anytime, no incentive notice, and how data were going to be collected, were sent to all participants to make voluntary consent before the study was conducted (Thomas, 2017; Merriam & Tisdell, 2016). Signed consent letters were returned to the researcher for record keeping as ethically required. The data collection was conducted ethically with fewer challenges in this study.

4.9.4 Anonymity and Confidentiality

The researcher informed the participants of the anonymity and confidentiality process to be applied in this study before the research was conducted. This was done through a formal letter that had all the relevant information about this study. The participants' real names and the institutions' official names were not used in this study. Instead, pseudonyms for one-on-one face-to-face interviews which included CLC leader 1, 2, 3, 4, and 5; CLC lecturer 1, 2, 3, 4, and 5; CLC district official 1, 2, and 3 were used. Different participants participated in focus group discussion, and they included CLC leader 2; CLC Lecturers 1, 2, 3, and 4; District official 1. This made this study ethical and protected the participants' identity and confidentiality during and after this study was conducted. The researcher complied with the anonymity and confidentiality of this study to achieve ethical status as prescribed by the Unisa CEDU REC.

4.9.5 Protection from Harm and Injury

Protection and harm of participants relate to any physical harm and emotional discomfort including the inconvenience of time during the data collection period. Even if there was no anticipated harm during this study, the researcher had to prepare for any eventualities that could have arisen during data collection. The researcher had to know the accessibility of the health professional facilities for any harm and injury that could have occurred. The researcher had to also check with the participants if they were alright throughout the research for any discomfort they could have been feeling. Participants were also advised of their rights to withdraw from the study at any time without any penalty should they feel so or feel any discomfort. The researcher also made sure that the environment where data collection was conducted was conducive and comfortable for participants. There was no discomfort or harm, or injury experienced during the data collection. There was also no participant that withdrew from the study.

4.10 LIMITATIONS OF THE STUDY

Limitations are factors that influence how the researcher interprets the results of the study and this includes the size of the thesis sample (Korrapati, 2016). These are challenges that have a possibility of influencing the findings of the study in a negative way (Price & Murnan, 2004 cited in Akanle, Ademuson & Shittu, 2020: 111).

The limitations are basically identified weaknesses in the study. The researcher is usually unable to control them, and they have the potential to limit the validity of the findings (Creswell, 2012). Only 5 CLC leaders were sampled out of a possible 47 because of accessibility (DHET, 2018: 3). The initial plan was to sample 3 leaders per district municipality because that was the maximum number of available leaders in small districts. That would give this study a possible total number of 15 leaders because there are five municipal districts in the Gauteng province. This may not be a representative sample for Gauteng province hence it is a limitation of this study.

4.12 DELIMITATIONS OF THE STUDY

Delimitations are factors that tend to narrow the focus of the study to specifics which included a specific thesis site (Creswell, 2012). Delimitations are research boundaries within which the research is conducted. This study applied only to the CLCs in Gauteng province rather than other provinces in South Africa and this is ascribed to the sample size of this study. These are factors that have a possibility of affecting the study to some extent, however the researcher can manage them (Creswell, 2012). The researcher was able to set boundaries and parameters of this research which included 5 CLCs each representing a district municipality within the Gauteng province in South Africa. This study was conducted between the year 2019 to 2022 and it included 6 CLC leaders, 9 CLC lecturers, and 4 CLC district officials only.

4.13 CHAPTER SUMMARY

This chapter explored specific areas of the methodology employed in this study. Phenomenological qualitative research design and the pragmatic paradigm were employed. The purposive sampling was used to sample 13 participants representing the before, during and after the transitional period from the DBE to DHET within the ACET sector, Gauteng province, South Africa. Ethical clearance was obtained from

the University of South Africa's (Unisa) ethics committee in the College of Education. Research instruments in a form of interviews, document analysis, esigcawini kuyaxoxwa and the use of data triangulation were looked at in relation to the before, during and after the transition periods. Qualitative data analysis steps were employed. A qualitative thematic data analysis process was employed. The trustworthiness of the results was informed by the credibility, transferability, confirmability, dependability, and authenticity of this study.

CHAPTER 5

THE PERCEPTIONS OF CLC LEADERS, LECTURERS AND DISTRICT OFFICIALS

5.1 INTRODUCTION

The aim of the study was to find out how the community centres' leadership is supported and guided to effectively manage curriculum delivery. The objectives of the study were to:

- Examine the form of support required by CLC leaders for effective management of curriculum delivery,
- Investigate how CLC leaders manage lecturers through a transitional period,
- Identify the differences in curriculum implementation through the transition periods,
- Explore CLC leaders' views on their curriculum implementation responsibilities in the post-transition period.

Five CLCs with a total of 19 participants were involved during the data collection process. Participants were interviewed using semi-structured interviews, focus group discussions and document analysis as qualitative data collection techniques in this study. Data were presented, analysed, and discussed according to the responses of the participants based on the following sub-questions of the study:

1) What form of support do CLC leaders require to manage the curriculum delivery effectively?

2) How do CLC leaders manage lecturers through the transitional period?

3) What are the differences in managing curriculum implementation through the transition period?

4) How do centre leaders view their curriculum implementation responsibilities in the post-transition period?

5.2 PARTICIPATION OF SELECTED PARTICIPANTS AND STUDY SITES

Research participants included CLC leaders who were managing centres, CLC lecturers who were teaching in centres and district officials who were supporting leaders and lecturers in managing and delivering curriculum in centres. Pseudonyms were used to maintain the anonymity and confidentiality of participants. It was also to allow effective data analysis by the researcher where data will not be linked with research participants. Employed pseudonyms were as follows in one-on-one interviews and focus group discussions respectively: Leader 1, Leader 2, Leader 3, Leader 4, Leader 5, Lecturer 1, Lecturer 2, Lecturer 3, Lecturer 4, Lecturer 5, District official 1, District official 2, and District official 3; Leader 2FGD, Lecturer 1FGD, 2FGD, 3FGD, 4FGD, and district official 1FGD. Community learning centres also used pseudonyms CLC 1, CLC 2, CLC 3, CLC 4, and CLC 5 for ethical requirements.

As mentioned in chapter one, the researcher attempted to find out how centre leaders were managing curriculum delivery effectively before, during and after the transition from DBE to DHET amid problems such as professional misconduct that impact teaching and learning. These periods are, before the transitioning of CLCs (the 1970s to 2014), during the transition of the CLCs (2015 to 2017), and after the transition of the CLCs (2018 to 2020) from the Department of Basic Education (DBE) to the Department of Higher Education and Training (DHET). Hence data collection was done according to these three periods. Leader 1, lecturer 1 and district official 1 represented the period before the transition. Leader 2, lecturer 2 and district official 2 represented the during the transition period. Leader 3, lecturer 3 and district official 3 were all for the after a transition period. Leaders 4 and 5 plus lecturers 4 and 5 represented all three transition periods. It is important to note that during data collection there was always an overlap between the three periods of transition. Especially when participants shared their own perspectives to clarify their own understanding. Thus, the information was reported as such to maintain the integrity of the study.

The researcher employed the theoretical framework of ubuntu as a way of life that is informed by indigenous knowledge to encourage all participants to participate in the study (Zireva, 2019: 23). On two occasions the researcher had to reschedule the individual face-to-face interviews (a form of respect) due to work commitments of

participants because it was examination time. After the rescheduling, all two participants honoured the interviews as planned (reciprocity). Initially, there focus group discussion was meant to have 13 participants and only six managed to participate due to personal and work challenges at the time. Overall, 19 participants participated in this study. 13 were in individual face-to-face interviews (5 leaders, 5 lecturers and three district officials) and six participants were in focus group discussions (1 leader, 4 lecturers, and one district official). 26 was the total number of participants initially planned to be part of this study. Cell phone calls, WhatsApp messages, and e-mails were used by the researcher to officially request participants to participate in the study and all relevant information about the study was sent to participants, including the consent. Signed consent was received from participants before data was collected.

5.3 BIOGRAPHICAL INFORMATION

The following biographical information in tables 5.1 and 5.2 was drawn from CLC leaders, CLC lecturers and district officials who were participants in one-on-one interviews and a focus group discussion in this study. It indicates the individual participant's years of work experience, portfolio, and gender. A different group of participants participated in a focus group discussion for triangulation, trustworthiness and the integrity of the study. This personal information assisted the researcher to collect rich and relevant data to better understand the context and the background which informed the life experiences of the participants. The views of the participants were meaningful for the researcher to make meaningful conclusions and recommendations.

Table 5.1 One-on-One Interviews Biographical information

No:	Participant and Gender	The site and The Period	Portfolio	Years of work experience
1.	Leader 1 (M)	Community Learning Centre (CLC) 1 The period before the transition	CLC Leader	16 years
2.	Leader 2 (M)	Community Learning Centre (CLC) 2 The period during the transition	CLC Leader	12 years
3.	Leader 3 (F)	Community Learning Centre (CLC) 3 The period after the transition	CLC Leader	4 months
4.	Leader 4 (M)	Community Learning Centre (CLC) 4	CLC Leader	10 years

		All three periods of the transition		
5.	Leader 5 (M)	Community Learning Centre (CLC) 5 All three periods of the transition	CLC Leader	8 years
6.	Lecturer 1 (F)	Community Learning Centre (CLC) 1 The period before the transition	CLC Lecturer	8 years
7.	Lecturer 2 (M)	Community Learning Centre (CLC) 2 The period during the transition	CLC Lecturer	12 years
8.	Lecturer 3 (F)	Community Learning Centre (CLC) 3 The period after the transition	CLC Lecturer	16 years
9.	Lecturer 4 (M)	Community Learning Centre (CLC) 4 All three periods of the transition	CLC Lecturer	1 year and 8 months
10.	Lecturer 5 (F)	Community Learning Centre (CLC) 5 All three periods of the transition	CLC Lecturer	12 years
11.	District official 1 (M)	District office 1 The period before the transition	District Official	12 years
12.	District official 2 (M)	District office 2 The period during the transition	District Official	11 years
13.	District official 3 (M)	District at his home The period after the transition	District Official	11 years
TOTAL:	13 Participants	5 CLCs, 2 District offices and one home	5 leaders, 5 lecturers and three district officials	134 years

Table: 5.2: Focus group discussion Biographical information

No:	Participant and Gender	The site and The Period	Portfolio	Years of work experience
1.	Leader 2FGD (M)	Community Learning Centre (CLC) 2 The period before the transition	CLC Leader	15 years
2.	Lecturer 1FGD (M)	Community Learning Centre (CLC) 1 The period before the transition	CLC Lecturer	11 years
3.	Lecturer 2FGD (M)	Community Learning Centre (CLC) 2 The period during the transition	CLC Lecturer	15 years
4.	Lecturer 3FGD (M)	Community Learning Centre (CLC) 3 The period after the transition	CLC Lecturer	8 years
5.	Lecturer 4FGD (M)	Community Learning Centre (CLC) 4	CLC Lecturer	16 years

		All three periods of the transition		
6.	District official 1FGD (F)	District office 1 The period before the transition	District Official	8 years
TOTAL:	6 Participants	Online Microsoft Teams	1 leader, 4 lecturers and one district official	73 years

5.4 OUTLINING THE RESEARCH QUESTIONS

The main research question and sub-questions of the study assisted in achieving the main objective of the study and they were as follows:

Main research question

This study sought to probe the question: How is the community centres' leadership supported and guided to effectively manage curriculum delivery?

Sub-questions

Adequate probing of this question enabled by the following sub-questions:

- What form of support do CLC leaders require to manage the curriculum delivery effectively?
- How do CLC leaders manage lecturers through the transitional period?
- What are the differences in managing curriculum implementation through the transition period?
- How do centre leaders view their curriculum implementation responsibilities in the post-transition period?

5.5 THE INTERVIEW PROCESS AND FOCUS GROUP DISCUSSION

Adhabi and Anozie (2017) opine that it is a process of collecting research data through an interaction between the interviewee and an interviewer. One-on-one face-to-face semi-structured interviews were employed with 13 participants that included five leaders, five lecturers, and three district officials. Interviews were scheduled, rescheduled, and conducted according to the participants' availability to participate in data collection. The focus group discussion was conducted online using Microsoft

Teams with a total of 6 participants that included one leader, four lecturers and one district official who were not part of the face-to-face individual semi-structured interviews. This was to ensure that the study's findings were trustworthy. The total number of participants in the study was 19.

5.5 THE DATA ANALYSIS PROCESS

Data analysis is a process where codes, sub-themes and themes are developed by breaking data into small controllable portions for them to make sense (Creswell, 2014; 2012; Thomas, 2017). As indicated above, the document analysis process is discussed in Chapter 6. The researcher used a manual data analysis process by organising the collected data from face-to-face interviews and focus group discussions into small manageable parts, as per Raskind, Shelton, Comeau, Cooper, Griffith and Kegler (2019: 34). Thereafter, data were divided into practicable emerging codes and themes logically to produce information that is understandable (Creswell, 2015: 156). Themes were used to assist in answering the research question and the eight steps of the process are summarised as follows, according to McMillan and Schumacher (2006:369) as indicated in Chapter 4:

(a) **Collect data:** Interviews and document analysis were administered, and relevant data were collected.

(b) **Organise data:** Reading collected data at least more than once and arranged them into meaningful and workable groupings.

(c) **Transcribe data into segments:** Writing down the organised and selected data into their respective divisions to facilitate the analysis process.

(d) **Code data:** Provide codes on the data divisions for better understanding and have segments containing one idea. The data coding is labelling segments.

(e) **Describe data:** Develop descriptions of the codes based on the respective data.

(f) **Categorise data:** Categories are developed from the described data. This is to create a clear meaning of the analysed data.

(g) **Develop codes and themes:** Codes and themes are formed to emphasise the understanding of the data analysed which might be complex.

5.6 THEMES AND CATEGORIES

This section looked at the presentation of themes and categories of this study as indicated in Table 5.1 below. The views of the leaders, lecturers and district officials for each theme are presented. Thereafter, the findings were reported under each theme followed by a discussion and interpretation which intends to find how similar or dissimilar the findings are from the literature findings in Chapter 3. The researcher did not alter the participants' responses. Their verbatim responses were typed in italics.

Table: 5.1 Research Questions, Themes and Categories

RESEARCH QUESTIONS	THEMES	CATEGORIES
Research question 1: What form of support do CLC leaders require to manage the curriculum delivery effectively?	**THEME 1:** The form of support CLC leaders require to manage the curriculum delivery effectively.	Category 1 = CLC Leaders Category 2 = CLC Lecturers Category 3 = CLC District Officials
Research question 2: How do CLC leaders manage lecturers through the transitional period?	**THEME 2:** CLC leaders' management of lecturers through the transitional period.	Category 1 = CLC Leaders Category 2 = CLC Lecturers Category 3 = CLC District Officials
Research question 3: What are the differences in managing curriculum implementation through the transition period?	**THEME 3:** The differences in managing curriculum implementation through the transition period.	Category 1 = CLC Leaders Category 2 = CLC Lecturers Category 3 = CLC District Officials
Research question 4: How do centre leaders view their curriculum implementation	**THEME 4:** The centre leaders' view of their curriculum implementation	Category 1 = CLC Leaders Category 2 = CLC Lecturers Category 3 = CLC District Officials

responsibilities in the post-transition period?	responsibilities in the post-transition period.	

1.6.1 THEME 1: The form of support CLC leaders require to manage the curriculum delivery

This theme is informed by the sub-question that is articulated in chapter one: What form of support do CLC leaders require to manage the curriculum delivery effectively? Verbatim responses are therefore typed in *italics.*

* CATEGORY 1: CLC leaders

The following responses are from one-on-one interviews with a total of five CLC leaders.

Leader 5 who had 8 years of working experience as the third highest amongst the CLC leaders in this study, indicated that the lack of curriculum support started to be worse with the Department of Higher Education and Training (DHET) in 2015 compared to the previous period under the Department of Basic Education (DBE). For him, human resource capacity is one of the main challenges that disables the internal systems of effective curriculum delivery. He regards his portfolio as one of the highest authorities when it comes to the management of curriculum delivery. This is what Leader 5 had to say:

… before migration was better because we had six district officials and they were able to give us the necessary curriculum support that we needed. We are now left with one district official, and this setup is not conducive. The district officials report to DHET instead of the regional office. The support was negatively affected by a political decision made that June learners who did not manage to pass certain subjects can register again and write in November.

Leader 4 shared similar sentiments as leader 5 based on his district municipality when he said:

…after migration, in 2015 we had teething problems as far as the curriculum was concerned, the one that I want to mention is that the district officials who were very keen in terms of support to our educators, were not absorbed into the new system and they got demoralised. Therefore, most of them left because there is no security until eventually, we were left with very few. Now I can say there is only one of them left as opposed to the eight that we had, prior to the migration.

Leader 1 also emphasised the lack of human resources. Especially at the district level when he indicated:

…in our district we don't have facilitators, we have facilitators from other districts because after the transition many people left the sector, they left the adult education sector and then at the end of the day, under our district, we don't have district facilitators to assist educators in terms of curriculum delivery but instead, we rely on the facilitators of other districts, and then you may find that one person, is handling two new schools and the service delivery that is provided is not as much as effective unlike in the past where we used to have a lot of facilitators and then looking for few schools, but these days one person can cater for four or five districts and then that doesn't help us very much regarding curriculum delivery.

According to Leader 2, the lack of human resources started at the district level within the sector as a link between the CLCs and the college. Therefore, the challenge needs to be attended to from that level first to strengthen the internal systems for effective curriculum delivery within the CLCs. With her 12 years of experience, she believes that:

…to rationalise this sector into five regions should be the first step because there is no way one man can manage 47 centres alone. The sector is divided into five metro municipalities which are Johannesburg, Ekurhuleni, Tshwane, West Rand, and Sedibeng. In Gauteng East district, while we have only one man at the district office who is running all centres. As we speak, there are 30 vacant posts for centre managers.

Leader 2 also indicated the complexity that is brought about by the lack of human resources within the CLCs since the move to the DHET. Especially because the lack of administrative capacity is negatively affected by this challenge. It seems to be clear in this regard due to a staggering 30 vacant posts of leaders available.

He emphasised the lack of human resources as one of the main causes for CLC leaders failing to achieve their curriculum goals within the CLCs.

With 16 years of experience, leader 1 sees the form of support as heavily dependent on finances. This she articulated in her own words:

...the Department of Higher Education and the College must allow centres to fundraise and use that money according to their own discretion. Centres are adversely affected as their given R1 000 or R2 000 per month instead of at least R10 000 to attend curriculum activities plus things like extra-mural activities.

When probed further she explained in detail:

…we are unable to provide quality delivery to the centres, and to the students because we don't have enough funds. If I can give an example, in petty cash, we are only allowed to use R1 500 per month, unlike in the past, we had an account where we can fundraise and we were able to have a lot of money and we were able to use that money to the benefit of the centre, but these days we don't have enough funds. We are only allowed to use R1 500 per month, and that R1 500 within a period of a day or two is depleted, and then we have nothing, and at the end of the day, we are going to stay the whole month without facilities. If I can give an example, now as we speak, we don't have toners, we don't have toners and then we don't have funds to purchase those toners. We have made a requisition, for the College to buy those toners, but unfortunately, we don't know when they are going to be delivered and thus, this hampers service delivery that was supposed to provide to students.

She added:

…if centres do not have enough funds at their disposal, then the service delivery will always be negative or adversely affected. So, the support that we need is that they can give enough funds to the CLCs, for example, if the centres can be given R10 000 every month, I don't think there will be any problems, but R1 000 or R2 000 within a month is nothing at all.

Leader 3 who was only 4 months in her portfolio, thinks that lecturers' conditions of employment must be improved for the CLC leaders to be supported in managing the curriculum delivery effectively. It should be noted that lecturers are curriculum agents. They are the ones at the contact level with the students. After all, the curriculum delivery is implemented by them in the classroom. Hence it is imperative that they work in a conducive environment. Raising her concern, she said:

…I was more frustrated as I was interacting with other leaders looking at the limited number of working hours lecturers are working. They need to sit with those learners and identify their problems, one by one to master the class. They also need to make follow-ups on the lessons given. Big words don't bring change in ABET, it means learners are not taught.

10 years of experience has taught leader 4 that each role player within the curriculum delivery system should know and understand their role. This type of focus and commitment seems to be working well in many institutions because everyone knows what, when and how to deliver as required. People become independent in doing their respective duties within the institution. He said:

…the support of the Institutional Development and Support Official (IDSO) because now it is unclear in this sector. We have regular cluster meetings as centre managers to be empowered in financial management, human resources, international relations, and labour relations. Lectures must just do their work to deliver and report on curriculum delivery challenges.

* CATEGORY 2: CLC lecturers

Feeling discouraged about the move from the DBE to DHET was a feeling shared by lecturer 3 who represented the after transition period, with 16 years of work experience. She expressed her disappointment by saying she thinks she wasted 16 years of her life because her acquired reservoir of work experiences is failing to have a positive impact within the CLCs as things are digressing instead of progressing. She reported that:

…2015 to 2017 was not better than previous years because centres had a budget for books and stationery before. DBE was better than DHET. At least the district officials from DBE gave us support, especially with level 4.

She emphasised the lack of resources when she clearly disagreed that the resources' challenge is not as mammoth. In her own words:

…no, we don't have resources. We do procurement here, maybe the books would come next year. So, we didn't have the right time to receive the books and as educators, we buy some materials for ourselves, from our pockets.

She added that part of her discouragement is because:

…we did the copies for the learners. Yes, we did the copies for the learners, and we give them the handouts. So that they can go on reading. It affects us because sometimes we don't have copies because the machine is sometimes broken and does not have papers for the copies.

According to her, this kind of lack of resources puts the lecturers in a dire situation because they end up having nowhere to go and it becomes personal if they are also unable to help the learners as required. Especially because learners look at lecturers as the CLC, because they are the ones delivering the curriculum every day in the classroom.

Lecturer 1 with 8 years of experience and representing the before period, is of the view that CLC leaders should be supported by having easy access to resources to assist

the lecturers in delivering the curriculum as effectively as possible. She also holds the view that leaders are the first point of call for lecturers when they need any curriculum support and development. She also shared the same sentiments as lecturer 3 when it comes to lecturers sourcing LTMS using their own money. She indicated that CLC leaders:

 …need enough resources, work schedules, training, and workshops, plus DHET to treat all subjects the same, then curriculum delivery will be achieved.

…secondly, we have challenges with Learning and Teaching Support Materials (LTSMs), textbooks, and any resources that we need to use in class. Some of those like chalkboards and stuff, we need, depending on the day classes that we are using. But as for textbooks, not enough are delivered from the regional offices. So, most of the time teachers must use their own resources, either buy, or you get a textbook from someone, or you borrow from a friend or from a colleague.

Lecturer 4 who had one year and eight months of service, holds the same view as lecturer 1. He believes that lecturers can only get the same if the CLC leaders have access to all these resources to support their main goal which is to manage curriculum delivery effectively. He stated that lecturers:

…needed stationery, laptops, learning materials, textbooks, videos, including time to equip learners with skills.

After probing further, Lecturer 4 also shared the complexity of the curriculum challenges that she noted, which have the potential to affect the curriculum delivery in the long term if not addressed. She said curriculum delivery does not just end with the CLC leader, district official and lecturer. Instead, students have an important role to play: She went further to say:

…Okay, one of the major challenges that I have encountered, especially, if you go to DBE, you've got learners in classes, and they are attending consistently. So, it makes easier for you as a lecturer to delivery content or to do curriculum delivery, but when

you get here, you meet learners that are not so committed or that are already committed to other things but still in need of education. So as a result, they don't get to attend consistently. They attend, they are ducking and diving, so as a result, the curriculum delivery ends up not being so successful.

Lecturer 5 also emphasised the need for CLC leaders to have easy access to LTMS as an important form of support for leaders to manage curriculum delivery. Basically, in her 12-year experience, she also holds the same view as lecturer 4 in that all stakeholders, like the lecturers, have a specific role to play to make effective curriculum delivery achievable. This is what she had to say:

…ordered books to arrive on time. Lecturers are not to leave with materials without signing for them.

Lecturer 5 further explained other negative contributing factors to curriculum delivery:

… Ja, the teaching was good before we go to the migration for DHET but now some of the lecturers are lazy to teach the learners. Maybe if it is his or her period and we go to that lecturer, there is no one in the class. When it's your period, just go to the class because some of the lecturers want more working hours. They want hours.

The issue of non-conducive working conditions for CLC lecturers seems to be a cause for concern as mentioned by lecturer 5. Thus, it continues to affect the curriculum delivery adversely and needs to be attended to.

* CATEGORY 3: CLC District Officials

In his 12 years of experience and the highest amongst other district officials who participated in this study, district official 1 regarded his role as strategic. This is because of the required support that his office should provide to the CLCs through CLC leaders. He acted in the position of the CLC leader for three years before he moved to the district official position. He sees the form of support for CLC leaders based on the effectiveness of internal structures as he indicated:

…it is mandatory for centre managers to attend provincial, regional, PAT and DAF meetings to provide support. They are guided by DBE policy which is broad. Hence, we are moving away from it. We use circulars for level 1, 2, 3, 4 and grade 12 formative and summative assessments.

When probed further, he explained that these internal structures are meant to provide direct support to lecturers. Lecturers will also be supported by the district officials for development and the necessary curriculum interventions when he said:

…being an official, I visit lecturers in the CLCs, and I am responsible for checking their delivery, the implementation of curriculum delivery in terms of helping them or empowering them in terms of content and in terms of methodology and giving them advice in respect of strategies that we can use to facilitate teaching and learning.

…mm. For example, I make a class visit, right, sit in class and observe and lecturers while they teach and after that, I would give some recommendations, right I will also have a one-to-one correspondence with them or meet with them and then wherever they need some help in terms of content or in terms of methodology. Then I would give the necessary advice and whatever challenges they may encounter in terms of class management and other logistics, also in terms of assessment and then I would also give the necessary advice.

District official's 1 sentiments were similar to district official 2 in that internal structures play a vital role in supporting the CLC leaders to achieve their goal of managing the curriculum delivery effectively as he stated:

…support leaders through the district assessment forum (DAF), Learning Area Committee (LAC), Centre-based Support Team (CBST) and the Student Support Services (SSS).

…well through our regular visit to the centres, that is where we normally observe or check the actual teaching in classes by observing the classes. Also, to check their daily preparations by checking through their resource files. The curriculum files as to

whether they are doing their daily planning before they go to the classes. The other thing to check is that they do have all the circulars and memos and the policies related to curriculum delivery. They do comply with those policies and circulars.

District official 1's response brings to the fore the everyday duties of the CLC district official and what is expected from this portfolio. It provides a detailed overview of the activities on monitoring and support of curriculum delivery within the CLCs. It also assists in better understanding how district officials provide support to the CLC leaders through the CLC lecturers, he stated:

You are in fact involved at a lecturer level in terms of curriculum delivery, you are supporting the lecturers directly in terms of their delivering the curriculum.

His response was: *…correct.*

District official 1 also supported the monitoring and evaluation point raised by district official 2 as part of the district official's duty when providing support:

…the main responsibility of the district office or myself as the district official is the monitoring and support of curriculum delivery as an assessment system.

The probing question posed to district official 1 was:

Okay, if I may ask when you are talking about monitoring and support, exactly who are you monitoring and who are you supporting and how?

…I am monitoring the CLC centres and remember the CLCs are comprised of educators, or they are now lecturers. So, I need to support them, then after support, I need to monitor whether the support that I have provided is it adhered to, and then I also look at the quality assurance that is assessment as well as moderation to those, and I also do some class visits where I check whether curriculum delivery is taking place in each centre of learning or circuit.

District official 3 specifically understood the form of support for leaders as informed by finance, human resources, and the assessment as he stated that according to him, the form of support required was when CLC leaders:

…meet SBAs' deadline despite the limited support from the college. The college gives centre managers R5 000 petty cash per month which is too little and no curriculum specialists to assist lecturers.

SBAs are site-based assessments that are done at the centre level to verify the student's obtained marks to achieve the required competence levels. CLC leaders manage this type of assessment since it contributes to the curriculum delivery within the CLCs. Financial support for running the day-to-day centre needs is important because it directly impacts the curriculum delivery within the CLCs.

When probed further, in his own words district official 3 said:

…secondly, they do not have assistance, it is one centre manager and a number… of satellites, you know. It is the CLC, right, and then it is made up of several satellites. In these satellites the centre manager is stationed in one area, so he must visit the satellites, right? To me, it is quite a hazard, and they cannot manage sometimes they do not have the capacity and even transport to get to those satellites. …there is still a challenge that learners and teachers must move from one satellite to the other, and then the other challenge is that our teachers work within a certain timeframe. A teacher is hired for two hours, I mean for four hours, the other one is hired for six hours, the other one for eight hours. Now a teacher would leave from the main centre going to the satellite two hours gone, when he arrives there, one hour or maybe 30 minutes, now maybe he must go to another one, to teach maybe another learning area, so it is quite problematic, Ja, it is quite problematic and up to now, there is no tangible solution as to what has to be done.

A detailed explanation provided by district official 3 above, shows what he meant by financial and teaching and learning that was part of the form of support needed for CLC leaders to effectively manage curriculum delivery. The structure of the CLCs and

the conditions of employment for lecturers call for consistent financial support for leaders to manage effectively to meet the curriculum delivery goals.

The researcher probed: So, without the specific problems that you have identified because they are so many, what is your role there as a district official to in fact assist in alleviating these challenges?

He responded by saying they encourage and assist lecturers:

…to utilise time effectively, as much as they can, right, to ensure that they also give learners work to do when at the time they don't see them and when they are already home, to ensure that they meet the deadline in terms of, especially the SBAs, the tasks that the learners must complete. …it takes the extra mile on the side of the educator to do such things, but at least they can assist.

* FOCUS GROUP DISCUSSION: CLC leader, CLC lecturers, CLC district official
Responses from the focus group discussion data from leader 2FGD, lecturers 1FGD, 2FGD, 3FGD, 4FGD and district official 1FGD are below.

Leader 2FGD with 15 long years of experience believes that a holistic approach to providing the required form of support to the CLC leaders revolves around the lecturers' conditions of employment. Improving the lecturers' conditions of employment should be attended to and in his own words:

…a quick one, on the support, let's start with lecturers because they are the engine of the CLCs. Very important stakeholders. If the stakeholders are not active, therefore the leader won't be happy as well as the district won't be happy. What do I mean by that? The support needs to start in terms of human resource management (HRM). What is HRM, it is when you start with the conditions of services, all right. Now you would know that a happy worker delivers on the mandate before them. Now you would say, maybe why do I bring this into curriculum delivery, they are linked in a sense that you happen to have a lecturer who is not happy in terms of his conditions of services and payments and the likes, who is unable to perform to the best of his ability in class,

which then has a ripple effect to the leader who is the mother in class, to also the district who needs to monitor the work of that particular lecturer.

He also believes that district officials should also be supported as a form of support for CLC leaders:

…I still want to believe that we've got competent and capable staff… at all the levels from the district, if we can just support them, give them the vehicles to go and do the monitoring and support them in terms of when they go there, we don't give one district official to manage the whole cluster which is Ekhulweni or the whole cluster which is Tshwane. You know that kind of support if it can be a rollout with district officers then you would see them coming on board.

District official 1FGD shared the same sentiments as leader 2FGD when she said:

…okay, now I will start briefly with the lecturers and the kind of support that they need. One, they need to be capacitated with content, because I have an advantage and experience of being from the mainstream before I joined the sector. When I compare the two, what I have realised is that not all our lecturers, but most of the lecturers you might find that they have grade 12, then they had a Unisa one-year certificate of ABET… honestly speaking they still need to be capacitated with curriculum content of the learning areas that they are offering at a particular centre.

Lecturer 2FGD agreed with district official 1FGD sentiments about the lack of knowledge content from the lecturers as curriculum agents:

…you will find that people are doing subjects that they are not qualified to do. This person may be, you are doing Science and then suddenly some of them they put them in History, I am just making an example. Or maybe this person is like you are doing EMS only to find you are not qualified to do EMS and you don't know how to deliver that subject.

Lecturer 3FGD also agreed:

…then the second submission is in terms of what some district officials have spoken about, the qualifications because you also need a lecturer that is qualified to deliver that curriculum effectively, know the curriculum and deliver the curriculum.

Contrary to what leader 2FGD, lecturer 3FGD and district official 1FGD believe, lecturer 1FGD with the second highest number of years of service, which was 11 years amongst the lecturers who participated in the focus group discussion:

…you know organising or what we call planning, there is no planning here, things are done haphazardly. …you know things are in shambles. So, I think if that can be addressed, that will be the beginning of the solutions that we are looking for.

After probing, lecturer 1FGD responded:

…if I may say the leaders that we have here… don't know which notch they belong to. They don't know whether they are PL1 or PL2 because they are occupying the position of PL2 instead of PL3, so there is a vacuum, there is this thing that if there is no organogram, they don't even understand who they are and the work that they offer, they are not reimbursed for.

Lecturer 1FGD's response indicated that CLC leaders should first understand their portfolio and the role to play before they can be supported. He opined that the college should be responsible and provide the institutional organogram to clear the existing confusion. Maybe professional development for CLC leaders was needed to bridge the identified knowledge gap.

 District official 1FGD also agreed with lecturer 1FGD:

…they need support from the college, but I still feel that once we can get the organogram correctly. So, in terms of intensifying the management part of it, then they will be able to lead and manage and be in a better position to lead and manage.

Otherwise for now, honestly speaking, we are expecting a lot from them which I believe that when you compare, especially the organogram of the basic education, where you've got a principal depending on the number of students, with two deputy principals and five if not six HoDs, there is a difference in structure. Lastly as far as the district officials, as far as we are concerned, once we can have the correct organogram it will be better.

District official 1FGD agreed with sentiments shared by both leader 2FGD and lecturer 1 in terms of the CLCs having an organogram and providing support to the lecturers and the district officials as part of the form of support required by the CLC leaders.

Lecturer 2FGD said the DHET should get its house in order by making relevant and necessary decisions for the CLCs to function effectively:

…I think because of this problem up there, at the DHET, that is why we are not functioning as we are intended to, because of all those decisions that they are supposed to make which will benefit all the CET sectors. So that is unfortunate about this whole thing. So, I think for us to have an effective way of working and getting the results, it would start with the DHET up there. Then when it escalates and goes down then I think people will benefit from that.

Lecturer 3FGD raised his concern about the infrastructure which affects the curriculum content delivered to students in preparation for their future. According to him, the lack of infrastructure deems curriculum content inappropriate, and it fails to prepare the students accordingly:

…so, I think the first thing that we need is support in infrastructure. I am not going to go into broad infrastructure, but I just speak about a general classroom. So, the students that we teach, we are preparing them for the future and then we are living in the 21ˢᵗ century, approaching the 4ᵗʰ industrial revolution and so on. So, when you look at our classes and how they are structured, we just see that to deliver the content that we are delivering, in fact, even the nature of the content that we deliver to our students is not effective. It doesn't prepare them for the future. So, as somebody who teaches

Science, I think the only thing that has got electricity that my students see is the light bulb that is in the class, but besides that there is nothing.

Lecturer 4FGD was more concerned with the human capacity that affects the final assessment process which is an important part of curriculum delivery. His view is that the form of support required by CLC leaders is to have enough markers to complete the curriculum delivery process to manage effectively:

…what will happen to us, we are waiting for the markers to arrive and then we will be told that they are waiting for the tendering process to take its place then my plea is that can they do away with that.

* DISCUSSION

The participants' responses indicated that the form of support required by CLC leaders included internal and external support which seems to be lacking from relevant role players such as lecturers, district officials and the Gauteng college as asserted by Von Kotze (2021); Land and Aitchison (2017). It is evident that participants view the form of support required by CLC leaders to manage curriculum delivery as revolving around human resources, finance, lecturers' conditions of employment, internal systems, and infrastructure.

One leader commented that they had six district officials before migration but now under the DHET, they have one which was not appropriate for the required curriculum delivery support for CLC leaders. Land and Aitchison (2017); GCETC Prospectus, (2018) share similar sentiments because of the important role that the district officials play to support CLC leaders to manage curriculum delivery. Another leader and the lecturer echoed the same sentiments by saying it should work better to reduce the regions to at least five to avoid the Gauteng Community Education and Training College (GCETC) principal managing 47 centres alone. Hanemann (2015) found the same kind of support for leaders to be effective when Brazil's adult education was managed through the state, municipalities, and federal districts. Mowat and McMahon (2019); Steyn (2016) agreed by pointing out that all relevant stakeholders should effectively play their respective roles collaboratively to support CLC leaders. The internal systems which includes internal structures appeared to be crucial as a form of

support for CLC leaders who should be supported through the District Assessment Forum (DAF), Learning Area Committee (LAC), Centre-Based Support Team (CBST) and the Student Support Services (SSS) and to meet SBAs' deadline despite the limited support from the college (district officials), according to Atchison and Land (2017; 2019; McKay, 2012). The college gave centre leaders R5 000 petty cash per month which is too little and there were no curriculum specialists to assist lecturers (Land and Aitchison, 2017; DHET, 2011a).

According to authors such as Sethlodi (2020); Atchison and Land (2017; 2019); McKay (2012) the success of managing curriculum delivery effectively depends on the internal and external support of CLC leaders from all relevant role players. These role players include lecturers as curriculum delivery agents in the classrooms, and district officials as curriculum monitors and evaluators. Some participants in this study initially did not give clear responses to the question asked and when they were probed further, they clarified that there were subject experts from the DBE's district office supporting them. Now under the DHET, the support is limited due to the lack of LTMS and finance to effectively provide the required support to leaders (leader 2). Okitsu and Edwards (2017) proclaim that it is the same with Zambia's CLC leaders when it comes to the lack of support. Hence leaders are no more decision-makers but administrators, added leader 2. Finance was one of the forms of support identified and it leads to the provision of the LTSM (Land and Aitchison, 2017).

Leaders are expected to manage and lead as their main objective within CLCs. This includes managing curriculum delivery effectively (DBE, 2015; Montes, Moreno, Morales, 2005). It is clear, CLC leaders were not performing their expected day-to-day duty of managing the curriculum delivery (Land and Aitchison, 2017). Instead, they were over-occupied with administrative duties coupled with the lack of budget and LTSM for about three years (leader 2; McKay, 2012) at the time the interviews were conducted. There was no monitoring and support by district officials for lecturers and leaders (Leader 5; GCETC Prospectus, 2018). This was concerning because if there was no support, then the form of support would not even be a question to pose. It was pleasing to understand that contrary to what lecturer 5 said, there was some form of

support even if it was insufficient for leaders to lead effectively (lecturer 1 and district official 1).

Lecturers are mandated to facilitate teaching and learning in the classrooms as their main objective because they are curriculum agents. They are expected to perform this daily task by conducting themselves professionally as explained in SACE (2002). Should their behaviour go against professionalism, they should be disciplined accordingly (Employment of Educators Act. 76 of 1998). Lecturer 5 pointed out that lecturers are not aware of any support provided by district officials because it is not evident (Mavuso, 2013). It also seems as if leaders may also have not been supported by district officials as suggested by Mavuso (2013). Hence, the lecturer did not witness the support provided to leaders at any time as supported by Land and Atchison (2019). The most important observation is that not being sure of the support provided to leaders seems to be downplaying the importance of the expected internal and external support by all relevant players in this regard. According to leader 2 above, CLC leaders were not supported even with basic requirements such as LTSM and finance to do their main duty of managing curriculum delivery. Land and Atchison (2017; 2019) shared the same sentiments as leader 2. The lack of internal and external support based on the system from 2015 to 2017 was better than previous years because centres had a budget for books and stationery. The DBE was better than the DHET. At least the district officials from the DBE gave leaders and lecturers some support, especially with level 4. The lack of internal and external curriculum delivery support for leaders seems to be digressing instead of improving based on the system between DBE and DHET as pointed out by McKay (2012); DHET Function Shift Circular No: 2 of 2014; DHET Function Shift Circular No: 1 of 2014.

There were difficulties faced by the district officials in some instances where one district official was expected to support five centres alone instead of the six that were there before; *During PAT and DAF meetings lecturers help with challenges from progress reports since it is difficult to support five centres alone unlike before when district officials were six within a municipal district* (district official 1). In a case like that, progress reports from Provincial Assessment Team (PAT) and District Assessment Team (DAF) meetings were used to solve some of the internal curriculum challenges. According to the assessment and moderation circular 4 of 2012, district officials should

provide curriculum support to leaders and lecturers including intervention strategies where needed. PAT and DAF meetings were effective in addressing curriculum challenges within CLCs. Especially considering that the number of district officials was reduced drastically during the transition process that took place (lecturer 1). In two district municipalities, one district official was left instead of the six or more that were there before the transition took place. Therefore, it is evident that the curriculum delivery support from the district level was compromised because the number of district officials was way less than the required number in the Gauteng Community Education and Training College (GCETC). This meant district officials were also lacking in providing the necessary support to CLC leaders in managing curriculum delivery effectively.

The participants' responses in this study are contrary to other studies such as Conolly and Ferit (2019); Castillo and Hallinger (2018) mentioned in Chapter 3. These studies found that the responsibility of management is an act of making sure that the systems and procedures of the educational institution are effective enough to achieve its goals. Ineffective internal systems within CLCs are a major concern because they tend to collapse the curriculum management by CLC leaders which impacts negatively on curriculum delivery. The CLC managers could not achieve this responsibility because of a lack of internal and external support. The same studies including Shaturaev and Bekimbetova (2021) also mentioned in Chapter 3's literature review that they view educational leadership as a process of influencing others or followers in contributing positively to the attainment of the educational goals of the institution and in this regard the CLCs. It was not the case with the CLC leadership because there was a lack of support from internal and external role players which compromised the required support to lecturers. Hanemann (2015) emphasises the importance of internal and external support to leaders to accelerate the achievement of institutional goals. Leaders depend on their followers to provide the necessary and relevant support when it comes to curriculum management and delivery, as stated by leader 2FGD, lecturer 3FGD and district official 1FGD above.

This study validates what was found by Land and Aitchison (2017); Nyatuka and Ndiku (2015) in the Chapter 3 literature review, which is the lack of curriculum support towards CLC leaders. In Chapter 1 of this study, Setlhodi (2017) echoes the same sentiments by bringing to the fore the lack of professional development for leaders. This contributes to the lack of support and makes it impossible for leaders to deliver as required. In the same vein, Sethlodi (2020) and Steyn (2016) agree that leaders' support should be collaborative. Especially with internal and external stakeholders who play crucial roles in supporting the CLC leaders.

5.6.2 THEME 2: CLC leaders' management of lecturers through the transitional period

This theme is informed by the sub-question that is articulated in chapter one: How do CLC leaders manage lecturers through the transitional period? Verbatim responses are therefore presented in *italics*.

* CATEGORY 1: CLC leaders
Leader 1 referred to the internal structures as the tools that assist CLC leaders to manage CLC lecturers in curriculum delivery. Most importantly, with his 16 years of experience, he believes the Centre Management Team (CMT) and the centre assessment team are the only two structures that play a critical role in the effective management of lecturers. This is what he had to say:

…the system that we have in place is the centre management team that is controlling the curriculum and then we have the centre assessment team, which is looking at the assessment of educators, so those are the systems that are critical in our centre. We have other team leaders like the human resource team, and we have the financial management team, so we have structures in the centre, but in view of the study, I think the curriculum team, which is run by supervisors as well as the assessment team, are the two critical things that are in place in the centre.

Leader 4 shared the same sentiments when it comes to internal structures being of assistance to managing CLC lectures. He also pointed out the unwarranted professional behaviour of CLC lectures when he said:

…we have meetings based on curriculum challenges and I also visit satellites to check on curriculum delivery. Lecturers do not attend classes because of a hangover. When it is payday, it becomes worse.

Leader 5 also shared similar sentiments as leaders 1 and 4 when he said:

…we use the curriculum monitoring and support tool for class observations, educator resource files, lesson plans and teacher development.

Leader 2 looked at the question of managing lecturers as not achievable due to the lack of support that he has experienced in his 12 years of experience within the CLCs. In his own words:

…this situation makes us not be on good terms with lecturers. We find one another as enemies because I need curriculum delivery while I don't support them. If I don't give any support to them, what is it that I must expect from them to deliver? Personally, I don't get support from the top, unless I go out and ask someone who can assist us with the way we are operating.

When probed further, leader 2 indicated the extent of the lack of support to CLC leaders that makes it almost impossible to support and manage lecturers as expected:

…there is a time when Eskom would come and switch off the power, municipality cut off the water because of non-payment. All this affects the curriculum delivery.

Leader 4 pointed out one of the reasons that seems to be having a big negative impact on the required and necessary support for CLC leaders to manage the professionalism of lecturers:

…I must say that with the principal who was all by himself, in the event of migration. But when you are talking about the principal, you are talking about the director of these centres. So, he is called principal according to the community learning centre terms. Yes, he was all by himself, he was appointed there, so all the responsibilities were on his shoulders. Curriculum, financial, human resources, I was wondering how he catches sleep or what, with that kind of responsibility.

Leader 3 agreed with leaders 1 and 2 by stating some of the challenges she experienced and suggested the solution she has applied in this regard:

…I focus on lecturers that are supportive and do the work. CET is not supporting centre managers. The lecturer is taking money from the learners unlawfully. Another lecturer did not do moderation, and some do not have qualifications. Lecturers are not responsible for their actions because one person is looking after 47 centres.

* CATEGORY 2: CLC lecturers
Lecturer 3 with 16 years of work experience within the CLC views the management of lecturers to be depending on the internal and external support that the CLC leaders should rely on to manage in this regard.

…the centre leader checks educators' and supervisors' work and provides support. Curriculum challenges are discussed with district officials and escalated to the curriculum board. DHET trains lecturers.

She further explained the kind of support when she said:

…they give us support from the curriculum to the curriculum. They also give us training, they give us training as the centre-based support team, where we have trained to support those learners because sometimes, we have learners with different needs and most of them they come from a school like special schools.

Lecturer 1 explained that in her 8-year work experience, she noted this as part of the management of CLC lecturers. She also believes that there was some form of support even if it was not enough before the transition period:

…before 2015 under DBE, we had district officials for curriculum support. We report to the centre leader, who reports to the Deputy Principal.

Lecturer 4 agreed with lecturers 1 and 3 when they viewed the management of lecturers as depending on internal and external structures which are based on the level of authority:

…I report to my supervisor, my supervisor reports to the coordinator, and it gets to the centre manager. Then to our headquarters.

Lecturer 2 pointed out the important role played by the Centre Management Team (CMT) as an internal structure to assist CLC leaders to manage CLC lecturers in delivering the curriculum:

…CMT assist the centre manager to manage the centre. Their responsibilities include curriculum monitoring and support.

Lecturer 2 added classroom visits as part of the internal system used by CLC leaders to manage the lecturers' professionalism when she said:

…they also develop a timetable for classroom monitoring.

With his extensive work experience of 12 years, lecturer 2 explained the extent of everyday curriculum challenges based on the availability of the LTSM. He feels that this challenge has a negative impact on the professionalism of the lecturers. Thus, this was making it difficult for CLC leaders to manage CLC lecturers effectively. This was an everyday struggle that lecturers had to go through. In his own words:

…we just go out there on our own. Like me, I teach level 4 travel and tourism. What I have done, okay, the department provided us with some level 4 textbooks, but the textbook itself is not very sufficient in terms of content it is lacking. So, what I do, is I go out there if maybe I know somebody who is a relative or a friend teaching at the mainstream schools, maybe grade 10, travel and tourism. I try to get the material and

also to buy from CNA the material from the bookshops. I buy the material from my own pocket. Then I develop the content and look at the kind of question papers that my learners write every year. So, every year I use the question papers to develop the content that I teach. I also use the additional textbooks that I buy. When coming to grade 12, there is completely nothing in terms of support from the department. I must make a means of how to get the textbooks. Yes, I must buy or if there is somebody out there who can help me, I will just go out there and shout out for some help.

It is clear from lecturer 2's statement above that it seems to be unfair to expect lecturers to meet the required curriculum delivery standards, especially when they are not supported. Instead, they must find the basic Learning and Teaching Support Materials (LTSM) by themselves which must be provided by the CLCs. It is also unfair to the CLC leaders to be expected to manage the lecturers who are not provided with the everyday basic tools of the trade.

* CATEGORY 3: CLC District Officials
With 11 years of work experience, district official 2 acknowledged the basic required tools for the CLC leaders to manage the lectures when it comes to curriculum delivery when he said:

…they checked if educators did their daily planning according to the policies and circulars. They did centre visits to observe teaching and learning in classes.

District official 2 added by placing caution on the availability of the policies and circulars because the flow of information seems to be a challenge between the CLCs, district office, the college and the DHET:

…currently some of the policies or circulars, you will find that I am not aware of them, as now in most cases the communication from DHET it goes straight to the college, and the college principal and sometimes to the centres. You will find that in our case we get the information a bit later. So, the communication now is through the college from the college then that is where we are also going to get that information.

This meant that effective communication was not at the required level within the CLCs. Especially with important information that must reach every staff member who was a stakeholder in curriculum delivery. This might have resulted in the CLCs running a risk of having the CLC leaders failing to manage the CLC lectures' professionalism as required. Thus, there was a potential of the CLCs not achieving their curriculum delivery goals as planned.

District official 1 with his extensive 12 years of work experience believed that CLC leaders manage lecturers' professionalism through internal structures and systems. He indicated that:

…during PAT and DAF meetings lecturers help with challenges from progress reports since it is difficult to support five centres alone unlike before when district officials were six within a municipal district.

District official 1 further explained the LTSM as one of the main causes for concern because it creates continuous challenges that break down the effectiveness of the internal structures and systems meant to assist CLC leaders to manage CLC lectures. This is what he had to say:

…you will find that each centre will come up with its own material different from other centres. So, at the end of the day, there is no regulation on the curriculum offerings. You can't say to DHET and the CLCs, these are the books. So, whoever decided to come with LTSM, the centres will accept that LTSM. But you know those materials are not working because they are not specifically for adult learners. Because now remember the adult learner as well as the learner in the mainstream are different. So, therefore the material was not meant for adult learners.

District official 3 looked at the management of CLC lecturers from a different point of view than district officials 1 and 2. He focused on the marginalisation of the ACET sector and the lack of human resources that might have a negative impact on the lecturers' professionalism. In his own words:

…AET sector is marginalised by DBE and DBE is clueless about AET. Only one person in the college is looking after the whole province.

When the researcher probed, he indicated that there is light at the end of the tunnel when he said:

…there is a change because there is a budget now even if it is not enough.

What district official 3 said above when he mentioned the availability of the budget, is a good indication that not all is lost. Instead, there is some part of the laid foundation that can be used as a steppingstone for the CLCs in the Gauteng province, to build on amid the curriculum challenges stated.

* FOCUS GROUP: CLC leader, CLC lecturers, CLC district official
Responses from the focus group discussion data from leader 2FGD, lecturers 1FGD, 2FGD, 3FGD, 4FGD and district official 1FGD are below.

District official 1FGD with eight years of work experience feels that CLC leaders are not treated fairly when they are expected to manage CLCs when the environment is not conducive at all to perform their duties optimally. She feels that the organogram must be attended to first to address the portfolio of the CLC leaders because this portfolio is not recognised as it should be within the ACET sector. This is how she explained:

…I would say the challenges are still the same, the only difference is now they have compounded into more challenges in the sense that remember in terms of our management organogram as far as the centres are consent, the leader in the context of the centre manager does not appear. I still feel, honestly speaking he still must go a long way in terms of attending to the organogram where he should be a centre manager and our centre managers are having supervisors reporting to them. Who is responsible for the satellite? So, as far as I am concerned, it is a bit of a challenge to expect a centre manager or a leader in the context of the study, to say that he or she should be responsible to administer and manage the centre under these conditions.

Lecturer 1FGD agrees with District official 1FGD above. In his 11 years of working experience, he does not agree with the way the migration from the DBE to DHET was handled. He opined that it should have been handled better to avoid compromising the curriculum delivery which affects lecturers being professionally managed by CLC leaders. He shared his experience as follows:

…whoever took that decision to migrate has done so without first putting the cart and the horse together. Because CLC leadership has indicated that there is not even an organogram. So, who will support whom if we are all on the same level? I mean, if you go to the DBE, you realise that there are levels, there is P1, P2 and all that. There is an HoD, whose work is to support, to make sure that the curriculum is well facilitated in the school.

Leader 2FGD with 16 long years of work experience, believes that without CLC leaders providing the necessary support to CLC lectures, it is not proper to expect lectures to deliver the curriculum as required. CLC leaders should also not be unfair to manage staff that does not have the basic curriculum support. This is what he had to say:

…we do try to motivate even though you can see that their morale it is so low. You also try and encourage your staff that they must go out and giving their best under the circumstances. Hopefully something, somewhere in the future or someone might realise the mistake that they have done and the like. We try and motivate, those are the tools that we got at our disposal other than is to use what do you call, crack the whip while you can see that people really, they are heavily stressed and demotivated.

District official 1FGD shared similar sentiments as Leader 2FGD to first address the required support to lecturers because the lack thereof, compromised their professionalism. In his own words:

…my main function is to monitor and support the centres, but it becomes very frustrating when I get to a centre now, I find the photocopy machines are not operational, and there is no electricity right now, just to make an example. I am right

at the centre right now, there is no electricity, there is no water and yet, we expect a centre manager or a leader in the context of this study to perform whereas the physical environment is not conducive.

District official 1FGD further explained:

…you know how a human being is when the financial element is involved. Especially when everything is not according to his or her advantage. The playing field should be levelled before we can even start to talk about teaching and learning. So, the centre managers or the leaders of the centre are very much frustrated because they are not getting the kind of cooperation and the kind of support that they should be getting from the college.

* DISCUSSION

This study found that CLC leaders are struggling to manage CLC lecturers' professionalism. Especially when it comes to curriculum delivery because of challenges such as the lack of human resources, lack of finances, LTSM, internal supporting structures, organogram, and resources which include guiding curriculum policies. According to the Indonesia Teacher and Lecturer Act No.14 2005 cited in Wardoyo and Herdiani (2017), in managing lecturers' professionalism, CLC leaders should focus on the quality of pedagogical competence, personal competence, social competence, and professional competence.

The participants' responses validated what was found from the literature review in Chapters 2 and 3 of this study by Cobain, Dowdall, O'Reilly and Suzuki (2021) when it comes to the inconsistent funding that was the main cause of collapsing the management of CLCs in Ireland. According to Nyatuka and Ndiku (2015) the lack of curriculum support to relevant stakeholders plays a significant role in achieving institutional goals. According to Aitchison (2005) cited in Aitchison and Land (2017), the lack of curriculum support has been an ongoing challenge within the CLCs since the establishment of the CLCs in the early 1970s when child pedagogy was used to teach adult learners.

According to Kareem and Bankole (2017) a possible lack of effective internal and external financial systems was found to be the cause of lack of support to the lecturers' professionalism in Nigeria despite having enough funding. DeJoy, Bowen and Baker (2009) cited in Hoert, Herd and Hambrick (2018) state that leadership is when a leader allocates a budget to the institution which is not the case with South African CLCs. Instead, leaders do not have budget powers, according to Aitchison and Land (2017).

Duke, Hinzen and Sarrazin (2017; 2021) in Chapter 3, point out that there was international intervention on a socio-economic and political level from seven countries from the Asia-Pacific region which included Bangladash, Napal, China, Japan, Republic of Korea, Thailand and Vietnam (UNESCO, 2016). These regions intended to improve the running of CLCs which is what South Africa is striving to achieve. Duke, *et al…* (2017) further explain that a workshop in Bangkok was held in 2015 and 2016 to identify CLCs' leadership challenges and suggest possible solutions. This literature finding speaks to what this study sought to achieve which is the support and guidance or lack thereof to CLC leaders in managing curriculum delivery in the Gauteng province.

 Some of the findings from the participants' responses are contrary to those found in Chapters 1, 2 and 3 of this study. They include Avdagić and Ellwanger (2017) when the Ministry of Education in Germany regulated CLCs and funding to support the CLC leaders to manage the curriculum delivery. In the same vein, the Bosnia-Herzegovina adult education provided the necessary support to approximately nine municipalities to provide the necessary support to leaders. According to Mothapo (2019), leaders are expected to meet the administrative and operational responsibilities depending on the skills, knowledge, and experience they have and whether they are guided and supported or not.

The researcher concurs with the argument that the management of lecturers' professional conduct requires the necessary internal and external support from all relevant stakeholders (Steyn, 2016). The lecturers' professionalism should be an institutional goal and it should be treated as such, according to Atchison and Land (2019); Hallinger (2018). CLC leaders cannot achieve this goal alone. The Gauteng

Community Education and Training College (GCETC), district office, and CLCs must be involved and play their respective roles for the professionalism of the lecturer profession to be realised as required (Okitsu & Edwards, 2017). Most important, are management systems that are meant to assist the CLCs to achieve their institutional goals. The management systems should be effective and provide the necessary support to the CLC leaders in their quest to manage the lecturers' professionalism to deliver the curriculum effectively as stated in SACE (2017) and by Sanadze and Santeladze (2017).

5.6.3 THEME 3: The differences in managing curriculum implementation through the transition period.

This theme is informed by the sub-question that is articulated in chapter one: What are the differences in managing curriculum implementation through the transition period? Verbatim responses are, therefore, typed in *italics.*

* CATEGORY 1: CLC leaders
Leader 2 felt that the DBE was better than the DHET based on the support that was provided when he said:

…we were based in the district with subject experts that supported us in curriculum delivery.

When probed he explained:

…we are really facing a serious problem in this sector. Meaning that we are in Egypt because previously we never had challenges while still under Basic Education. We had subject experts who were supporting us daily from the district office. Now there are no more experts. We are reporting at the national office, which is the head office in Ormonde with one principal for the 47 centres. Everything is in crisis. Really, there is nothing good.

He further explained that based on his long 12 years of working experience:

…we used to buy our own stationery as a centre because we had our own budget. As of now after migration, we are no longer having the budget. It is centralised at the head office. You must procure now and get delivery after two years. As we are speaking, I never received any learning and teaching support materials (LTMS) for the past three years after I procured the same.

Leader 2 felt more frustrated by the lack of LTSM as one of the basic needs for curriculum delivery to be effective. His response indicates the lack of internal management systems within CLCs in Gauteng province.

Leader 4 shared the same sentiments as leader 2 but she focused more on the curriculum support by the district officials. This is what he had to say:

…the old way was effective to acquire skills. We are not yet there to have skills like plumbing, and livestock farming. District officials must be capacitated when it comes to supporting.

He was asked to clarify what he meant, and this is how he explained:

…after migration, in 2015 we had teething problems as far as the curriculum was concerned. The one that I want to mention is that the district officials who were very keen in terms of support to our educators were not absorbed into the new system and they got demoralised. Therefore, most of them left because there was no security until eventually, we were left with very few. Now I can say there is only one of them left as opposed to the eight that we had prior to the migration. So that had impacted the curriculum delivery negatively. They had meetings with educators to discuss the work schedules, their programmes, you know syllabus, orientation of lessons, assessment and all those things.

Leader 3 raised other curriculum challenges that she experienced, and it is about the kind of LTSM, and teaching strategies or approaches used within CLCs. This is what she said:

…the standard, method, and approach in DHET are set too high for the learners. Teaching and learning materials are not appropriate for ABET learners. ABET learners have prior knowledge and they need to learn from the known to the unknown.

Leader 3 believes that Adult Community Education and Training (ACET) turned out to be the same as mainstream schools. In her own words:

…the problem is the department. The Department of Education took these educators who are people with masters' degrees, doctorates and whatever and they bring them to control ABET. You don't have an ABET anymore in South Africa. This is not ABET. It is ABET when you say it, but then go inside and look at how things are controlled. Things are done as if we are working in secondary schools and high schools. There is no difference.

She was asked to explain further, and this is what she said:

…you know, if we can do skills in other sectors, so a lot of CLC we are giving children academic knowledge. ABET is not about academics, no. Schools are academic, subjects that children take to go to the universities. We don't have children who are going to universities. Instead, we have adults. Okay, 10% can go to universities but 80% are a skills community. They need skills because they are adults. Yes, so everything that we do in ABET we have to plan it in a way that will prepare our adult learners to go and stand for themselves.

Leader 3s' response emphasised the need for CLCs to entrench themselves differently from the mainstream schools in terms of their offerings based on the type of students they service.

* CATEGORY 2: CLC lecturers

Lecturer 2 with 12 extensive years of work experience, feels that the curriculum responsibilities of leaders have not changed. He further mentioned curriculum challenges that need to be addressed when he said:

…no difference because the curriculum is still the same. The curriculum offered is not relevant for adult learners. The trainers must be continuously trained to be up to speed with the latest developments that include the fourth industrial revolution. Conditions of service for lecturers must be improved.

Lecture 3 with 16 years of work experience felt the same as lecturer 2 because of the guiding policies in curriculum delivery when he said:

…no change in policy because policies used in DBE are still used in DHET.

Lecturer 1 looked at the curriculum implementation differences from the perspective of LTSM challenges encountered which had an unwarranted impact on curriculum delivery.

…we don't have resources as lecturers. We gather to draw up our own work schedule. Lecturers borrow textbooks and make copies if they meet the standard.

When probed he said:

…you know, the centre orders the materials but does not receive the order. A lot of Arts and Culture textbooks were received without ordering them. We exchange textbooks with other centres depending on the need.

Lecturer 5 had similar sentiments as lecturer 1. Including the perspective of looking at the curriculum differences through the curriculum challenges when he said:

…before 2014 Basic education was doing good because they had more facilitators who came to classes for monitoring. Under DHET from 2017 until 2019, teaching and learning were not good, and the industrial strike made the situation worse. Learners' performance was affected. Lecturers absent themselves because they knew that their salaries will not be deducted. The curriculum was affected big time.

This response seems to mean that curriculum implementation should be addressed by first addressing the challenges to make it a success. It does not make sense and it is unrealistic if challenges are not addressed, yet it would be expected that curriculum delivery will be achieved as required.

Lecturer 4 also indicated the lack of support between the DBE and DHET period as a cause for concern for curriculum delivery. In his own words:

…DBE has four school terms. Once they see you are not doing well in terms of curriculum delivery, surely, they will attend to you by providing the necessary interventions. They track your problem and deal with it. In DHET you can stay longer without all these challenges being noted. All this hampers the curriculum delivery.

Effective curriculum management systems seemed to be the order of the day within the DBE, according to leader 4's response. Especially when there is a need for curriculum intervention.

* CATEGORY 3: CLC District Officials
District official 1 looked at the differences in curriculum implementation as follows. This is what he had to say:

…as a district official, I supported educators, supervisors, and centre managers through District Assessment Forum (DAF) meetings as required. Less qualified educators who wanted more working hours created a problem in Maths and Science subjects and results are showing.

District official 2 shared the same sentiments as district 1 when it comes to challenges experienced when he said:

…it was difficult because we were under the region, centres were denied access to classes, educators were not replaced, and they taught more than one learning area. Curriculum delivery was affected directly because results could not be improved.

District official 3 concurred with both district officials 1 and 2 when he said:

…there is a lack of content knowledge from the lecturers' side and the books are not good enough for the required socio-economic and political development of students. No transport for centre leaders to do their everyday curriculum management activities. Lecturers were employed at different hours which is a problem because there is no solution presently.

District official 2 further expressed his mood of discouragement about the continued less conducive curriculum environment within the CLCs when he said:

…even if you don't want to say it, you have said it in not so many words because I am sitting here and thinking that DHET is having many loopholes or is having challenges in all areas with the curriculum. This is evident with human resources, the LTSM that is supposed to be provided, and you also have the DBE policies that are still being used. Right, I am asking myself when DHET is going to improve when it comes to curriculum. Because another thing is that as a district official, you have been taken voetstoots, and nothing has been changed. You are still using the same job description, and everything is the same. What is new about DHET except for calling centres community learning centres, and educators as lecturers? What else is new about the curriculum?

When probed about the distribution of resources, district official 2 said:

… so, we are supposed to have resources at our disposal for us to support the centres according to those policies. But then there is a demarcation line between the region

and the college. In our case, we fall within the region. And you will find that the college has got more powers and more resources than the region. As I am saying some of the policies you will find that the college has got everything ready, but you will find that in our case we are lacking that information.

District official 3 agreed in principle with what district official 2 above said. His response focused on the lack of human resources at a district level. In his own words:

…so many people were unsettled about the move from DBE to DHET to the point that in Gauteng we lost many, many district officials. We are supposed to be six in each district that is how we were operating before. But right now, in Gauteng North, for example where I am, we are four, and two are gone. In D15 it is only one, six are gone. In D4 no one, the whole six are gone. So, the same applies to other districts in Johannesburg. There are those districts where there is no official at all. In others, it is only one. So, this is another big challenge, and the other challenge is that we do not have offices. Where we are placed now, we are still accommodated in a district.

* FOCUS GROUP: CLC leader, CLC lecturers, CLC district official

Responses from the focus group discussion data from leader 2FGD, lecturers 1FGD, 2FGD, 3FGD, 4FGD and district official 1FGD are below.

Leader 2FGD pointed out that somehow there were changes that he had noticed in his 16 long years of working experience. The curriculum delivery structures under DHET fall under the newly developed academic services portfolio. It also includes three sub-divisions that cater for Grade 12, level 4 and levels 1 to 3. This is how he explained it:

…in fact, curriculum delivery has been removed from managers but is in the office of academic services. Right, now which is purely resourced in terms of human capital and financial capital, what do I mean by that, you are to have a specialist in that office. Currently, you happen to have a deputy principal, and an academic service with three support coordinators, one for grade 12, one for level 4, and one for levels 1 to 3. So, they are assisting the academic services to run that process. But now, as managers

on the ground, we must make sure that all functions are as requested by them. They should be adhered to on the ground. Ours is to implement their policies as they would be the policy creators. Ours is to make sure that those policies are adhered to on the ground.

When probed, he further indicated the challenges experienced within the portfolio of CLC leadership. In his own words:

…now let me just be honest, we are now literally glorified administrators with little discretion when it comes to curriculum. Literally, they have taken everything. We must now simply ask and be granted permission to do our job. So, they have centralised everything. Now, you would understand where I am coming from. It is now for each and everything that you need to do, more especially in terms of curriculum and the like. You need to first ask for permission somewhere. Somewhere at the college level.

The shared experience of leader 2FGD shows that the curriculum management under DHET was not better than the DBE. Instead, it was worse than the DBE because CLC leaders do not have any leadership authority to manage and lead the curriculum.

District official 1FGD agreed with leader 1FGD that there were negative changes towards curriculum delivery within the CLCs in the Gauteng province. In her 8 years of working experience, these negative changes revolved around a lack of human resources that negatively impacted the curriculum support to the CLCs from the district office and the college when she said:

…we are still doing the same responsibility of monitoring and supporting the centres and maybe suffice to say that we are no longer district officials because we are no longer confined to only one programme. Now that other colleagues are going to retire and other things, we have a skeleton staff.

She further explained:

…we are about 18 district officials for the whole of Gauteng as a province. So, we are now working across the learning programmes. Therefore, for now, there is nobody who is now only conducting this monitoring and support of a particular programme like in my case. My subject is Life Orientation and Inclusion, but I am doing the across the six programmes, depending on the number of district officials per district.

Lecturer 2FGD's view was that lectures should fulfil their responsibilities for effective curriculum delivery to be realised; when he shared his 15 years of work experience, he said:

…I think the responsibilities are embedded in the contract. Our responsibilities are outlined there. What is expected of me as a lecturer is to deliver the curriculum during working hours. This is according to the basic conditions of employment that they have for lecturers.

Lecturer 4FGD opined that it is a status quo when it comes to curriculum delivery when he said:

…level 1 to 4 curriculum is still the same, nothing has changed from prior to 2015 and after.

Lecturer 3FGD agreed with lecturer 4FGD when he said:

…I think from my side there is no difference between where we are coming from before migration and post-migration.

Lecturer 1FGD described the curriculum differences as follows:

…currently, we are with CAPS where there was a lot of transition, even though we didn't have enough support. So, the difference is there and really it has a demand from

the district to come and support us and to guide us through. I would also emphasise that this current curriculum is a bit challenging for our students.

The noticeable curriculum differences were challenges rather than progress because most participants' responses indicated that the previous management systems were much better than the post ones, under the DHET.

* DISCUSSION

The participants' responses indicated that there was no difference during the transitional period when it comes to managing curriculum implementation. According to Harris and Jones (2017), the lack of human resources, finances, LTSM, and the internal supporting structures have contributed to the failure of ensuring effective, inclusive, and equitable quality education. This what was identified by participants' responses as part of the causes of less improved management of curriculum delivery implementation within the CLCs. Maphosa and Motopa (2012) opine that lecturers' main responsibility of delivering the curriculum is negatively affected by this failure. The management of curriculum delivery continues to impact the ACET sector negatively. Especially because the transition from the DBE to DHET was not handled effectively after it brought a lot of hope to the sector (Land and Aitchison, 2017). These curriculum challenges occurred in other countries such as Lesotho, Gambia, Malawi, and Kenya according to Atchison and Alidou (2009).

The findings from the participants' responses confirm what the SACE (2017); Prospectus (2018) supported in that the leaders are expected to take necessary corrective steps related to professional conduct. Especially because the management of curriculum delivery is the leaders' main responsibility. Teaching and learning were affected and the students suffered, according to N'goma and Simata (2013). The lack of managing curriculum delivery was also validated by studies such as the Human Sciences Research Council (1999); Aitchison, Houghton, Baatjes, Douglas, Dlamini, Seid, Stead (2000); French (2002); McKay (2007); Atchison and Alidou (2009); Land and Atchison (2017).

This finding was contrary to what Goldman and Fisher (1997); Gabbioneta, Faulconbridge, Currie, Dinovitzer, and Muzio (2018) found as a serious misconduct when lecturers are found to have contravened their professional code of ethics. This misconduct includes failure to deliver the curriculum without any valid reason (St. Peter's College, 2016). In this case, the reason was the lack of human resources, finances, LTSM, and the internal supporting structures within the CLCs and it was not the responsibility of the lecturers to provide these tools of trade. This is even though participants indicated that lecturers went out of their way to make ends meet by fending for themselves when it comes to LTSM. Leaders, lecturers, and district officials were not in contravention of their professional code (SACE, 2017; Local Negotiation Committee for Teachers, 2014) and according to the participants' responses. The lack of collaboration amongst relevant stakeholders was evident due to the lack of support, as per Zach (2016).

The researcher agrees with the finding that there was no difference in curriculum implementation during the transitional period (Human Sciences Research Council,1999; Aitchison, Houghton, Baatjes, Douglas, Dlamini, Seid, Stead, 2000; French, 2002; McKay, 2007; Atchison and Alidou, 2009; Land and Atchison, 2017) because it was his initial thought based on his work experience as a CLC leader. Hence, there was a need to investigate the support of CLC leaders when it comes to the management of curriculum delivery. CLC leaders could not expect the curriculum support if lecturers and district officials are not supported as the foot soldiers of curriculum delivery, monitoring, and evaluation.

5.6.4 THEME 4: The centre leaders' views of their curriculum implementation responsibilities in the post-transition period

This theme is informed by the sub-question that is articulated in Chapter one: How do centre leaders view their curriculum implementation responsibilities in the post-transition period? Verbatim responses are therefore typed in *italics.*

* CATEGORY 1: CLC leaders
Leader 5 views their responsibilities as overseeing the management of curriculum delivery within the CLCs when he said:

…to manage curriculum delivery, monitoring, and support. To provide support to satellites and doing class visits that allow us to look at the number of learners that are there to capacitate our staff.

Leader 1 agreed with leader 5 that a leader's responsibilities revolve around the management of curriculum delivery. He went on to explain:

…our main responsibility is curriculum delivery. The support from the district and the college these days has vanished. We use policies and circulars to guide us in curriculum delivery within centres. It is unfortunate that I do not remember a specific circular that deals with the curriculum.

Leader 3 shared the same sentiments as leaders 1 and 5. He said:

…we are responsible to support curriculum delivery the same as we were doing with DBE. Except that there was a lack of human resources in DHET.

Leader 2 also agreed with leaders 1, 3 and 5 about their responsibility. He specifically agreed with leaders 1 and 3 about the lack of support from the DHET when he said:

…I am the curriculum head. I manage the curriculum delivery. No support from DHET for curriculum delivery. Mainstream schools use to provide us with textbooks.

Leader 4 agreed with leaders 1, 2, 3, and 5 about their responsibilities as CLC leaders. This is how he explained his view:

…to ensure effective teaching and learning took place at the centre. This is despite that communication from DHET is a challenge. DHET does not have a functional persal system in place and this compromises discipline within the centres.

CLC leaders have a common understanding of their responsibilities. Including the lack of support they have experienced from the DHET.

Lecturer 2 felt that leaders' responsibilities for curriculum implementation are as follows:

…the centre leaders should handle the complaints as they make efforts for teaching and learning to take place. The centre leaders should also call DHET and CET to solve urgent curriculum challenges. They should hold curriculum meetings with CET.

The following responses from lecturers 3, 4 and 2 identified curriculum challenges that had an impact on the curriculum implementation process. These challenges include the application of the DBE's curriculum policies in the DHET, the resources, conditions of employment, lack of district monitoring and support, lack of district human resources, and lack of financial support. In their own words, this is what they said:

Lecturer 3 with 16 years of work experience:

…when I joined this CLC it was already under DHET. DBE's curriculum policies and schedules are used even now. Under DBE you could really push your curriculum with minimum challenges because you've got resources compared to DHET.

Lecturer 4 with 1 year and 8 months of work experience:

…DBE was better than DHET because under DHET working hours are not distributed, lecturers' RQV upgrades are not paid, and lecturers are suffering. No monitoring and support by district officials. I am not sure of the support given to the centre manager.

Lecturer 2 with 12 years of work experience:

…under DBE we had more than five district officials instead of only one we currently have. Most of them did not migrate to higher education because of uncertainties pertaining to conditions of service. There were facilitators for every learning area at level 4. Our finances as a college are managed through TVET colleges.

* CATEGORY 3: CLC District Officials

The following responses are from districts 1, 2 and 3 in response to the centre leaders' curriculum implementation responsibilities in the post-transition period. These lectures have a common understanding of the implementation responsibilities of the CLC leaders which include monitoring and evaluation, and support. They expressed their respective experiences. This is what they had to say:

District official 1 with 12 long years of working experience:

…to conduct monitoring and support in centres. The problem is that educators teach only 12 hours a week. You cannot teach Maths once a week.

District official 2 with 11 years of working experience:

…to support curriculum delivery for levels 1, 2, 3, 4, and grade 12 through exam papers and work schedules. DHET expects district officials to do functions out of their daily duties.

District official 3 with 11 years of working experience:

…no new responsibilities, no condition of employment was changed, and leaders continued to support centres in curriculum delivery. DHET is busy drafting new policies for the sector.

District leader 1 followed up with his response to the district official 3's responses above when he said:

…well, adult education is not receiving the support that it deserves. Currently, we are supposed to be under DHET, but DHET is not treating us as one of them. So, at times you would say it was better under DBE. As I have indicated that we didn't get the support, and the support we were receiving is not sufficient. Some of us are using our cars to monitor and support. The money that you are supposed to get back because

you paid for that never came back on time. You know you end up using your own money for petrol and other stuff for the centre.

District official 1 continued to indicate the curriculum delivery and support from the district official portfolio perspective. His response was based on the speciality aspects of the district official's portfolio when he said:

…ja, so, therefore you need people who are specialising so that they can be able to support our educators. In the end that will improve the performance and results of the term because I don't know whether you are aware that we are the hub of everybody who wants to come to Gauteng. But as far as ABET is concerned, the results are not like that. Our results are bad. Ja, somewhere somehow, I think we are number three out of the nine provinces, so therefore you need support.

He added:

…Gauteng college is failing to provide us we basic resources. As we speak, we do not have laptops and printing machines. For sure, we do not have them. If you have a laptop, you must use your own data. You must have your internet. If you must do anything that has to do with the computer and whatever connection, you've got to make your own means.

* FOCUS GROUP: CLC leader, CLC lecturers, CLC district official
Responses from the focus group discussion data from leader 2FGD, lecturers 1FGD, 2FGD, 3FGD, 4FGD and district official 1FGD are below.

Leader 2FGD saw leaders' responsibilities as impossible to fulfil because of all challenges that impact negatively on curriculum delivery. He explained that more than half of his 15 years of working experience were spent under the DBE which had much better management systems than the DHET when it comes to curriculum support and delivery. He said:

…what would happen is you then have those district officials coming back to the system to come and monitor and support. But now over time with the migration story,

what happened is we then find ourselves left without that support. Lecturers had to find their way around. As a manager, you were expected to also support which is practically impossible as one manager without a deputy. You then must manage a staff of about 50-something with different learning areas, and different specialisations. So, I mean even if they say you a jack of all trades, it is impossible for you to know all the subjects.

Leader 2FGD further emphasised his point by saying:

…this migration matter has almost nearly collapsed the system in the sense that the support that we used to enjoy back then when we were still in GDE, is no longer there.

Lecturer 1FGD felt the same as leader 2FGD in that there was no support:

Ja, the curriculum challenge that we encountered was that there was no support, of course, as the district official has already indicated …it was better because the district, while we were under the district they would come and support us, although it was not sufficient as we have indicated that the organogram was not there.

Lecturer 3FGD agreed with lecturer 1FGD and remarked that leaders found it difficult to implement curriculum management systems because of the challenges that were evident. Especially around the curriculum delivery process within the DHET because lecturers were found wanting in most cases. He proclaimed:

…in terms of what is happening regarding the curriculum and the examinations, we are operating in the dark, so it is what lecturer 1 also mentioned. So, we need to find information from the DBE even though we are under DHET.

Lecturer 3FGD emphasised the extent of his point when he said:

…sure, so the challenges are similar. What the district officials are experiencing cascades down to the challenges that also lecturers are facing. If you fix it from the

leaders' level, then it becomes something that flows into the lecturers' level and ultimately to the students as well.

Lecturer 3FGD's assession seems to mean that all relevant role players within the CLCs are affected by the same curriculum challenges. These challenges need a concerted effort to address them from top to bottom to realise effective management systems. Leaders, lecturers, and district officials should be involved in addressing these challenges.

Lecturer 4FGD shared the same sentiments as lecturer 3FGD's assession. He further claimed that the tendering process affects the required support for leaders, lecturers, and district officials. This is what he said:

…if maybe 120 markers were needed at the centre, they will need the tendering process to take place first. What will happen is that we will be waiting for the markers to arrive and then we will be told that they are waiting for the tendering process to take place. Then my plea is that they should do away with that because it delays the assessment which is an important part of curriculum delivery, and it affects the required support big time.

Lecturer 2FGD expressed his feelings when he said leaders' success in implementing effective management systems to assist in curriculum delivery, remain elusive if lecturers and district officials do not receive the required support. In his own words:

…yes, I think we have digressed from when it was still DBE since we moved to DHET. The support went down significantly. The lecturers said we don't have any support, in fact, if I can say on my part, the subject that I am teaching ever since we moved to DHET, I have never seen any district official coming to my centre to support what I am doing.

District official 1FGD believes that internal structures should be effective enough for the implementation of the curriculum management systems within the CLCs. This is what she had to say:

…now in terms of our support, we do have the learning area committees, whereby each centre is expected to have that kind of structure. The content specifically is discussed and normally would request that each community learning centre should submit the management plan so that as district officials we should be knowing exactly at what time and date these learning area committees are meeting. So, all lecturers are expected to be there, and then our role there will be monitoring and support.

She went further to say:

…that is where we would also identify what are the strengths, what is working, what are the challenges and what are the recommendations. So, the learning area committees were playing a crucial role. Also, another structure which is very much vital is the centre base assessment team because we cannot talk about curriculum without talking about assessment. The centre-based assessment team goes hand-in-glove with the assessment part of it.

* DISCUSSION

Literature in Chapters 2 and 3 was contrary to the findings of this study and it included Eagly and Carli (2007); Javidan, House and Dorfman (2004) cited in Haber (2012) where effective educational leadership should be a benefit to all stakeholders which was not within the CLCs in Gauteng province. According to McMahon (2019), successful educational leadership is inclusive in all aspects of the word which was found not to be the case in this study because of the lack of support to the leaders, lecturers, and district officials. Funding within educational institutions, CLCs in this case, played a vital role in supporting the curriculum delivery mandate according to the findings from the studies by Javed, Javed and Khan (2016: 2); Borham, Rahim and Abdullah (2018: 2479) and it was found to be different according to the participants' responses.

Studies from the reviewed literature that validated the findings of this study are studies such as Okitsu and Edwards (2017) by pointing out the lack of resources which was evident throughout the participants' responses above. These resources include LTSM and finance amongst others. Researchers such as Hardwick-Franco (2019); DBE (2015); Karadag (2020); and Steyn (2016) indicated that institutional goals were not

achieved as intended because of the lack of support from role players. In this regard, some participants mentioned that it seems unfair to expect leaders to manage lecturers who are not supported to deliver the curriculum.

Authors such as Minthorn (2020); Negiş Işik (2020); Setlhodi (2019); Alieva, Rybakova, (2020) agreed that it was unfair because the lack of support internally and externally made it impossible for the management of the curriculum delivery to take place. Whiles Mashile and Matoane (2016) also shared the same sentiments by proclaiming that effective support to educational leaders was not provided throughout the transitional period. Some researchers like Fernández-Collazos, Núñez-Lira, Morales, and Rivera-Zamudio (2021) emphasised this point by saying effective management of curriculum delivery cannot be achieved when there are curriculum challenges. Authors such as Seechompoo, Chanphan; Senarit, Prapatpong and Kanjanaguart, and Olan (2017) assert that without the provision of enough resources, monitoring and evaluation institutional goals cannot be attained.

The researcher perceives that the responsibility of managing the implementation of curriculum delivery lies with the leaders as stated in the Department of Education in The United Kingdom (2020). This implementation responsibility speaks directly to the leaders' professionalism (Umar, Ombuguhim Salman, Kenayathulla, Husaina Banu, Hoque & Kazi Enamul, 2021). Hence it was important to understand their views, those of the lecturers and district officials. It was also the researcher's stance to agree with the view that the curriculum implementation was not possible within the CLCs because of all the identified challenges that included the lack of LTSM, internal supporting structures, monitoring and evaluation, and unfavourable conditions of employment as indicated by the participants. According to the DBE (2015); Hanaya, McDonald, and Balie (2020); Padayachee, Naidu and Waspe (2014); Okitsu and Edwards (2017) leaders, lecturers and district officials should play their respective roles for the educational institution to achieve its institutional goals.

5.7 MEMBER CHECKING

Creswell (2009) explains member checking as a process where the researcher takes the findings to the participants and asks them to confirm their accuracy. In this study, the researcher did member checking online due to Covid-19 regulations. Member checking validated the trustworthiness of the study. After confirming the accuracy of the findings, some of the participants in this study decided to provide contradicting information from what they initially said on how they perceived the support of leaders or lack thereof within the CLCs. They said this off the record. They were not comfortable having this information recorded. They feared losing their jobs or not knowing what others would say. They indicated the following information which was noted when I probed further because it was important to better understand the magnitude of the challenges on the support or lack thereof in managing curriculum delivery within the CLCs in the Gauteng province. It also assisted the researcher to make relevant conclusions and recommendations that are as close as possible to the real situation. Furthermore, this data may also provide an opportunity for further research. Field notes assisted the researcher in this regard:

- There is no stability in the sector since DHET took over in 2015 because leaders are not supported at all. Lecturers do not report to work, and no action is taken against them even after leaders officially escalate the misconduct to the college.
- Leaders end up not caring at all because they are not supported. Instead, they are left on their own. Leaders are also not employed permanently; they are not paid an acting allowance and the majority have been acting for more than 3 years.
- The Gauteng college knows about these challenges, but they are unable to act because there is no policy guiding them to manage staff misconduct within the DHET.
- Day-to-day running of the centres has collapsed because leaders also fear for their own lives after reporting the lecturers' misconduct; they were left on their own.
- No basic learning and teaching support materials for students and lecturers. Students pay R100 for each registered subject and R100 for the registration.

It looks like there is some form of corruption going on because these tuition and registration funds are not used to assist students in their quest for academic development.

Setlhodi (2020: 3) opines that the lack of ability for leaders to persuade followers to comply with the goals set out is because of leaders not being supported. Subsequently, this results in poor management of curriculum delivery. Leaders will in turn fail to provide support within CLCs. Setlhodi (2017: 1) supports this by saying most leaders in CLCs lack professional training to lead and manage. Therefore, poor management takes place. This meets the objectives of this study which is a lack of support for CLC leaders in managing curriculum delivery. Leaders must be supported by the district office and the Gauteng Community Education and Training College (GCETC) to manage curriculum delivery for them to support lecturers. Lecturers will be able to deliver the curriculum as expected. District officials should also provide necessary curriculum delivery interventions for lecturers where needed.

5.8. SYNTHESIS OF FINDINGS

Chelimsky (1994: 3-4 cited in Chalmers, Hedges & Cooper, 2002: 27) points out that research synthesis of findings intends to indicate not only what is known but also what is not known so that identified research problems could be solved holistically. This will also assist in emphasising what should be learned. In synthesising the findings, the researcher was expected to avoid "taking sides" which is reporting only results that are positive and not findings that are contrary to the emerged themes of the study (Creswell & Creswell, 2018: 143).

The spirit of ubuntu in working together for a common goal was displayed by participants before and during data collection in this study (Twikirize *et al*., 2019). The collected data were categorised, interpreted, themes emerged, and findings of this study were produced by the researcher (McMillan & Schumacher, 2010: 367). Themes' evaluations and discussions were corroborated by excerpts from interviews to respond to sub-questions of this study. This was done proportionally to how centre leaders are supported and guided or not, during three different transition periods to

effectively manage curriculum delivery. CLC leaders have a responsibility to produce learners who will participate in the development of the country through the communal spirit of ubuntu (Twikirize *et al*., 2019). This process of synthesising findings assisted the researcher to draw meaningful conclusions as indicated below in each sub-question.

5.11 CHAPTER SUMMARY

This chapter presented an analysis and discussion of the findings of this qualitative research study. The biographical information of 19 participants was presented in two tables, for the one-on-one face-to-face interviews and the focus group interviews. This was done according to different categories: CLC leaders, CLC lecturers, and CLC district officials. The collected data were presented in a story form that was informed by four themes which included the form of support CLC leaders require to manage the curriculum delivery, CLC leaders' management of lecturers through the transitional period, the differences in managing curriculum implementation through the transition period, and the centre leaders' view of their curriculum implementation responsibilities in the post-transition period. The participants' responses were interpreted and discussed. The responses indicated the lack of curriculum support for CLC leaders. In Chapter 6, the findings, conclusions, and recommendations of the study are presented.

CHAPTER 6

A SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This study explored the community learning centres' leadership support towards effective curriculum delivery management in the Gauteng province. A brief background of chapters 1 to 5 is provided in the following paragraphs and linked to the study summary, findings, recommendations, and conclusion of chapter 6.

The introduction, research background, research problem and research questions were discussed in Chapter 1 of this study. The aim of the study was to find out how centre leaders were managing curriculum delivery effectively before, during and after the transition amid problems such as professional misconduct that may impact teaching and learning within the CLCs. The data were collected through semi-structured face-to-face interviews and a focus group discussion with leaders, lecturers, and district officials in the participants' settings.

Chapter 2 employed ubuntu theoretical framework to address the main question and the objectives of this study. The theoretical perspective of this study was informed by the research problem. A brief review of the literature on the community centres' leadership support and guidance to effectively manage curriculum delivery was provided. The chapter also argued and validated the theoretical framework for this study.

Chapter 3 provided a comprehensive literature review on the community centres' leadership support and guidance to effectively manage curriculum delivery. This chapter provided an overview of the responsibilities of key role players within CLCs; CLC leaders' support to manage the curriculum, and the curriculum delivery within the three periods was discussed to find out the difference in terms of the CLC leaders' support. It also included CLC professionals: CLC leaders, CLC lecturers and CLC district officials.

Chapter 4 of this study described the qualitative research approach used and explained why it was chosen and appropriate to gather the required data to answer the questions stemming from the research problem.

Chapter 5 presented the empirical data and the findings from the perceptions of leaders, lecturers, and district officials.

Chapter 6 explores a summary of findings, recommendations, and conclusions. Research findings are discussed based on the emerging themes of this study. The recommendations for curriculum delivery support, the role of community learning centres in South Africa's socio-economic and political spheres, the contribution of this study, the limitations of this study, and possible further research proposals, are provided in this chapter.

The responses by the participants assisted the researcher to answer the research questions to meet the aim and objectives of the study. There was a lack of support for CLC leaders towards the management of effective curriculum delivery. Relevant internal and external stakeholders such as CLC lecturers, CLC district officials, and the Gauteng Community Education and Training College (GCETC) did not provide relevant support to the CLC leaders. Hence the CLC leaders could not manage the curriculum delivery effectively as required.

6.3 THE RESEARCH FINDINGS AND REALISATION OF RESEARCH OBJECTIVES

Each objective of the study was analysed to conclude if the study's specific objectives were met.

6.3.1 Research question 1: What form of support do CLC leaders require to manage the curriculum delivery effectively?

Objective 1: To examine the form of support required by CLC leaders for effective management of curriculum delivery.

The participants' responses showed that the form of support required by CLC leaders included internal and external support which was lacking from relevant role players such as lecturers, district officials and the Gauteng college. It was evident that participants viewed human resources, finance, lecturers' conditions of employment, internal systems, and infrastructure as the form of support required by CLC leaders to manage curriculum delivery effectively.

Many participants stated that during the Department of Basic Education (DBE) period, the support was much better than the Department of Higher Education and Training (DHET) period because there was some form of support even if it was insufficient. They further mentioned that there were district officials that were providing some support such as class visits, monitoring and evaluation including the curriculum workshops as part of professional development. When it came to the lack of human resources, it was clear that the limited number of district officials had a huge bearing on the support of CLC leaders. Participants indicated that to start with, lecturers are not supported for them to deliver the curriculum as required. Then it became unfair to the CLC leaders to expect the lecturers who are not supported to deliver the curriculum to achieve their professional mandate, so as to avoid acting unprofessional. Furthermore, lecturers had unfavourable conditions of employment when this study was conducted. This made it highly impossible for lecturers to behave respectfully and honestly under these harsh conditions.

This was seen when participants shared that they did not have enough resources such as funds and furniture including their own classrooms. They indicated that under the DHET, there was no budget and no LTSM for the past three years. Some concluded that there was no management system in place. They made an example that when a lecturer did not come to work for three days, yet got paid without giving any reason for being absent.

It was evident that the leaders who participated in this study believed that they were not supported and guided financially, materially, systematically, and policy-wise based on the evidence shared above. These findings were aligned with what some lecturers said they used in mainstream schools' classrooms. They also did not have LTSM,

photocopy machines, work schedules, and enough workshops for English, Maths, and Physical Sciences. More importantly, the lecturers needed permanent employment.

The above implies that systematic challenges in the ACET sector affected the form of support for CLC leaders. It, therefore, means that the cause of these systematic challenges was because of ineffective management systems.

In summary, all relevant role players including, centre leaders, had no guiding policy and support for them to effectively implement the management systems to manage, deliver the curriculum and tackle professional misconduct as required.

6.3.2 Research question 2: How do CLC leaders manage lecturers through the transitional period?

Objective 2: To investigate how CLC leaders manage lecturers through the transitional period.

This study found that CLC leaders were struggling to manage CLC lecturers' professionalism. Especially when it comes to curriculum delivery because of challenges such as the lack of human resources, lack of finances, LTSM, internal supporting structures, organogram, and resources which included guiding curriculum policies. In managing lecturers' professionalism, CLC leaders should focus on the quality of pedagogical competence, personal competence, social competence, and professional competence.

There were two main challenges that affected the management of lecturers by leaders through the transitional period. These included less improved conditions of employment for lecturers, and this had a huge negative impact on the lecturers' professional conduct. The evidence was given that lecturers want to be permanent. It was explained by saying the lecturers' RQV upgrades were not paid, and lecturers were suffering financially. Furthermore, district curriculum support in the form of LTSM deliveries, interventions, and lecturer development also had a negative contribution to lecturers' professional conduct.

Drawing from the above evidence, the transitional period brought about many challenges that affected the lecturers' professional conduct including that their job

security was not guaranteed and the lack of support in terms of LTSM deliveries. Lecturers were also not guided effectively in delivering the curriculum.

In summary, the required support for CLC leaders must be provided for them to support lecturers and manage their professionalism for effective curriculum delivery. Even before the transitional period, lecturers' conduct was already a challenge due to unfavourable conditions of employment that resulted in fear of change by lecturers. Centres' leaders were finding it difficult to manage lecturers' professional conduct due to the lack of support from the district office and the GCETC.

6.3.3 Research question 3: What are the differences in managing curriculum implementation through the transition period?

Objective 3: To identify the differences in curriculum implementation through the transition periods.

The participants' responses indicated that there was no difference during the transitional period when it comes to managing curriculum implementation. According to the view of participants, the lack of human resources, finances, LTSM, and internal supporting structures has contributed to the failure of ensuring effective, inclusive, and equitable quality education. This is what was identified by participants' responses as part of the causes of less improved management of curriculum delivery implementation within the CLCs. The lecturers' main responsibility of delivering the curriculum was negatively affected by this failure. The management of curriculum delivery continued to impact the ACET sector negatively through the transitional period. Especially because the transition from the DBE to DHET was not handled effectively after it brought a lot of hope to the sector.

Participants further mentioned that the district officials were expected to provide curriculum and policy support to leaders. Failure to provide the needed support causes uncertainty and disgruntlement by those meant to be supported. This also meant that there was no support for effective curriculum delivery, leading to the quality of curriculum delivery being compromised. Several issues were said to be the causal

effect of the lack of curriculum support, such as the lack of human resources, finances, LTSM, and internal supporting structures as mentioned in the preceding paragraph. This was evident when district officials mentioned that there was no transport and no budget for them to be able to provide the necessary support to leaders as required. They further stated that the Gauteng college expected one district official to do the job of six district officials which did not bring about the expected quality guidance and support to leaders. Furthermore, the evidence supported the lack of support and guidance by pointing out that one lecturer was expected to teach five learning areas (subjects), which was impossible in practical terms. Hence quality support and guidance for leaders were compromised.

Leaders, lecturers, and district officials who participated in this study were of the view that there were no differences in curriculum implementation through the transition periods. There was still a lack of support for the GCETC because the CLCs were not prioritized. Therefore, when the district officials went back to the DBE, there were no strategies developed to replace them. Hence the district officials could not support centre leaders and lecturers in turn. This led to leaders being unable to effectively manage the curriculum delivery and tackle misconduct. Lecturers also seemed not to be sure of their work during the curriculum delivery in CLC classes because they were not guided and supported.

6.3.4 Research question 4: How do centre leaders view their curriculum implementation responsibilities in the post-transition period?

Objective 4: To explore CLC leaders' views on their curriculum implementation responsibilities in the post-transition period.

According to the participants in this study, leaders were expected to be professional in playing their role of managing the curriculum delivery effectively. This included achieving the set goals in education. The centre leaders' view of their curriculum implementation responsibilities in the post-transition period has been found to be unattainable due to the lack of LTSM, lack of human resources, internal supporting structures, monitoring and evaluation, and unfavourable conditions of employment

within the CLCs in the Gauteng province. This has led to the unsuccessful management of curriculum delivery by CLC leaders.

The study found that there was some form of curriculum support under the DBE in a form of district officials, finance, and human resources even if it was not enough and properly managed or appropriated. The limited support from the DBE helped in some way as mentioned by some participants. They said that it was better under the DBE but now it was worse under the DHET. Some participants supported this by saying teaching was good before DHET. Under the DHET, there were fewer district officials at support centres. There was also a lack of human resources as many qualified professional staff remained with the DBE. Some resigned as the conditions of employment were not suitable and worse than the DBE. Thus, these professionals had to take responsible and relevant decisions to avoid hampering the relationship and the respect already built with the employer in the DHET.

The situation has worsened since 2015 because of a lack of LTSM in a form of no deliveries and late deliveries. In some cases, the delivery takes place after 12 months. This finding is drawn from participants when they remarked that there was no difference because the curriculum was still the same. Some participants supported this view by pronouncing that the CLCs provided the same curriculum as the day school instead of skills. Effective curriculum delivery depends on support and guidance from relevant role players based on policy. It was also found that DBE policies have been adopted by DHET and they do not fit the DHET context because of working conditions and the type of learners at the DHET.

The above evidence implies that curriculum implementation relies on the curriculum support provided by relevant role players. Leaders ought to be supported for them to deliver as required. The lack of curriculum delivery support that started during DBE's period, continued to affect curriculum implementation within the DHET since 2015. In summary, the curriculum implementation was better in the DBE, and it deteriorated in DHET due to the reduced number of district officials per district municipality amongst others. Hence the affected qualified role players in leaders, lecturers and district officials had to decide whether to remain with the DBE or go to the DHET during the transition period. The majority decided to stay with the DBE.

Drawing from the evidence above, curriculum responsibilities remain the same even during the post-transitional period. This is because the ACET sector systems and procedures remain ineffective after the transition period including 2021. In summary, this status quo made the community learning centres only change the name but still operate as the previous adult centres including their curriculum offerings. Leaders, lecturers, and district officials are expected to comply despite the lack of effective internal systems.

6.4 RESEARCH RECOMMENDATIONS

This section deals with the following four recommendations which parallel the aim of the study and the four objectives. These recommendations are informed by the findings of this research study and are supported by the reviewed research literature sources. The recommendations are meant to contribute to the enablement of the required support and guidance for CLC leaders to effectively manage the curriculum delivery within the CLCs in the Gauteng province.

The researcher acclaims that these recommendations should not be employed as cast in stone. Instead, they should be applied in a flexible manner in accordance with the context and the need at the time. Most importantly, they should be applied to guide the process of effective management of curriculum delivery.

These recommendations are summarised in the following four sub-sections from 6.4.1 to 6.4.4 as follows.

a) The district office should provide support in the form of finance, LTSM, and human resources to the CLCs.
b) DHET to improve conditions of employment and lecturer professional development.
c) DHET should improve the number of district officials at the district level to provide curriculum support to centres.
d) DHET should improve the management systems and procedures in the ACET sector.

6.4.1 Recommendation 1: The district office should provide support in the form of finance, LTSM, and human resources to centres

This research explored the form of support CLC leaders require to manage curriculum delivery effectively. The participants shared their own experiences and indicated the form of support that leaders require to manage the curriculum delivery effectively in the section above and one of them was improved working conditions. Based on this evidence, the study recommends that the district office should provide support in the form of finance, LTSM, and human resources. This is the kind of curriculum support needed for CLC leaders. The findings pointed out that leaders cannot expect the lecturers to deliver the curriculum as required if they are not supported. It was further stated that it was unfair to leaders to be expected to manage the professional conduct of lecturers that were not supported. Lack of support from the district office hinders the effective management of curriculum delivery within CLCs. Based on the form of support required by CLC leaders, the following is recommended:

- The financial support from the Gauteng college should be provided in the form of an annual budget to the district office for specific CLCs within that specific district. The district office will assist in distributing and managing the budget to each CLC as required.
- DHET must allow the Gauteng college to allow CLCs to access and use their own allocated budget to purchase the LTSM directly from relevant approved suppliers according to their specific needs.
- DHET must support the Gauteng college to support the district office, who in turn must support the CLCs with the required number of district officials.

6.4.2 Recommendation 2: DHET to improve conditions of employment and lecturer development

The study aimed at understanding how CLC leaders manage lecturers through the transitional period. The evidence of this study identified less improved conditions of employment and lecturer development as the root causes for leaders to struggle in managing lecturers through the transitional period to achieve the effective management of curriculum delivery within the CLCs. Based on this finding, it is

recommended that the DHET should improve the conditions of employment for lecturers to avoid lecturers feeling out of place because their jobs are unsecure.

The unfavourable conditions of employment that prevailed, were also trickling down to the livelihood of CLC employees such as lecturers and CLC leaders. Their families were also negatively affected when it came to basic needs such as job security, medical aid, and pension funds, amongst them. They would go to work every day without knowing whether their contract was going to be renewed after it had expired. Their families were not able to access basic medical services. Their lives will not be the same after retirement because they are going to live without pension or provident fund. Hence it is recommended that the DHET improves the working conditions of CLC lecturers and CLC leaders. Hence it is recommended that the DHET ought to improve the working conditions of the lecturers and the leaders to support the CLCs leaders in their quest to achieve the effective management of curriculum delivery. Most importantly, to improve their livelihoods and that of their families.

Furthermore, it is recommended that the district office must support the CLCs by providing the required lecturer development. The lecturer development should be supported and provided by the DHET to the GCETC, from the GCETC to the district office, and from the district office to the CLCs. This will provide a conducive environment for the management of curriculum delivery and the provision of curriculum interventions. It was apparent that lecturer development plays a crucial role in supporting the CLC leaders to effectively manage curriculum delivery. Especially, to manage the professional conduct of the lecturers as the curriculum agents. The lecturers deliver the curriculum every day in the classroom. They are directly in contact with the students every day. Thus, their role is so vital in supporting the leaders to achieve their institutional goal of managing curriculum delivery effectively.

The lecturers' professional development must be in the form of a three-year professional ACET diploma that has been specifically developed for the sector by South African universities such as the University of South Africa (Unisa), the university of KwaZulu Natal (UKZN) and the Cape Peninsula University of Technology, amongst others. This recommendation was informed by the finding that provided evidence that most lecturers within the CLCs have a Grade 12 or a one-year ABET certificate

qualification. The finding further indicates that there is a lack of teaching methodology that lecturers need as part of their qualifications. Hence it is recommended that the DHET must provide lecturer development resources such as funding to the Gauteng college and the college must provide these resources directly to the CLCs for quick turnaround time to achieve this important goal for the support of leaders.

6.4.3 Recommendation 3: DHET should improve the number of district officials at the district level to provide curriculum support to centres

The study also intended to discover the differences in curriculum implementation through the transition period. The findings of this study lead to the conclusion that the DBE had a better implementation process and systems compared to the DHET. Hence, most qualified professionals remained with the DBE. This has led to the study recommending that the DHET should improve the number of district officials to provide curriculum support to centres. Leaders need support from all interested and relevant stakeholders to achieve their institutional management goals. The DHET should retain qualified professional staff members by improving the conditions of employment.

The findings of this study also indicate that district officials must be subject or learning area specialists to provide the required relevant advice and guidance to CLCs. It was further found that since the move to the DHET, the district officials were not allowed to specialise because of the workload that exists. This was because most district officials opted to remain with the DBE when the CLCs moved to the DHET in 2015. CLCs lecturers were not going to get the relevant support from the district officials if their numbers were insufficient per district. They were not going to specialise as required. Therefore, it was recommended that the DHET should increase the number of district officials per district. This increase will allow the district officials to specialise and provide the required support to the CLCs.

6.4.4 Recommendation 4: DHET should improve the management systems and procedures in the ACET sector

It is recommended that DHET should improve the management systems and procedures in the ACET sector. This will allow GCETC to provide the necessary support to the district office. The district office, in turn, will provide the necessary

curriculum support to CLC leaders and lecturers to manage and deliver the curriculum effectively.

This kind of support will also assist leaders to manage the professional conduct of lecturers effectively. The recommendation was informed by trying to find out how centre leaders are supported and guided to effectively manage curriculum delivery and tackle misconduct that may impact teaching and learning within the CLCs.

The improved management systems and procedures will assist in reducing the identified challenges such as the lack of human resources, finances, LTSM, and internal supporting structures that continue to hamper the CLCs' support systems and procedures. Without the support and guidance from the relevant policies and role players, CLC leaders will not achieve their curriculum responsibility as required. Thus, they view their responsibility to have failed to be carried out in this regard. Based on these findings, it is recommended that DHET should improve processes to align the management systems and procedures in the ACET sector in order to effect required curriculum changes. This will allow the sector to have suitable effective systems and procedures that are suitable for the DHET context based on working conditions and the type of learners the sector has. Day-to-day requirements based on the management of curriculum delivery should improve and these include late and no deliveries of LTSM, and resources for support.

6.5 CONCLUSIONS

The findings of this study contribute to the body of knowledge in the management and delivery of curriculum, and the management of lecturers' professionalism within the ACET sector. The overall findings of this study demonstrate that there are several challenges that contribute to the lack of support and guidance that leaders experience when managing curriculum delivery. Leaders also lack in managing lecturers' professional conduct due to these challenges. These challenges include ineffective management systems, lack of support in the form of LTSM, human resources, professionally trained lecturers, infrastructure, and permanent employment between the DBE and DHET within the three transitional periods of this study as mentioned in the sections above.

Regardless of all other challenges, there was a strong belief amongst participants that permanent employment and ineffective management systems are the main challenges that seem to have more implications for the relevant role players such as leaders, lecturers, and district officials being unable to play their respective roles in support of the curriculum delivery management within CLCs. All other challenges such as the lack of support in the form of LTSM, human resources, professionally trained lecturers and infrastructure seem to add to the main two but also need to be effectively addressed. Despite all these challenges, there is some hope that the situation can be improved and ultimately turned around for the better.

The evidence of this study also implies that most relevant stakeholders seem to have experienced the same challenges which included a lack of LTSM, finance, human resources, permanent employment, and management systems improvement. Even though some challenges may have fewer implications on the curriculum or seem as adding to the main ones, they should not be addressed less than others because this may result in unwanted outcomes. Therefore, it is apparent that a lack of management systems' improvement and permanent employment have a huge contribution to hindering effective management of curriculum delivery within CLCs. These materials, resources, systems, and conditions of employment are some of the forms of curriculum support needed by leaders, lecturers and district officials to effectively manage, deliver and provide the relevant curriculum support within CLCs in the Gauteng province. Collaboration from all stakeholders is needed to achieve CLCs' effective management of curriculum delivery by the CLC leaders.

An effective internal support system implies a good supporting structure for leaders' support and guidance based on the evidence above. There are internal structures that should form a support base for the management of curriculum delivery, and they include Centre Management Team (CMT), Assessment team, finance team and resource team within CLCs. These teams are not as effective as required because they are not guided by policy. Hence, the ACET sector is less effective when it comes to its management systems and procedures. GCETC and the district office should

improve on mobilising resources towards curriculum support which will assist in achieving curriculum delivery. While the sector does not yet have effective systems and procedures, focusing on the effective delivery of resources, materials and LTSM may have positive results in the management of curriculum delivery. These resources and materials can weaken the value of teaching and learning within CLCs which negatively impacts the support of curriculum delivery.

Furthermore, the evidence of this study implies that leaders, lecturers, and district officials' responsibilities seem not to be known by participants in this study. This was after they could not identify where their respective responsibilities were documented. This has a negative impact on the management of curriculum delivery, day-to-day teaching and learning and district curriculum support. Internal structures and systems are automatically compromised by this challenge because this implies that they are not as effective as required and lecturers as curriculum delivery agents are left on their own without any support and the necessary guidance to achieve their goal of delivering the curriculum effectively.

The evidence above further implies that there seems to be limited understanding from leaders, lecturers, and district officials on how they should deliver their respective duties based on the limited knowledge they demonstrated. Cluster meetings, workshops and providing curriculum support are the only ways mentioned by leaders, lecturers, and district officials on how they are required to perform their respective duties. This challenge points to the fact that the sector has ineffective management systems and procedures and a lack of curriculum support despite an attempt by the DBE to develop some policy documents and improve internal processes.

6.6 THE ROLE OF COMMUNITY LEARNING CENTRES IN THE SOUTH AFRICAN SOCIO-ECONOMIC AND POLITICAL SPHERES

There is a need to highlight the role of community learning centres (CLCs) in South Africa since there was an indication of a lack of research in the ACET sector as far as the researcher investigated. The National Policy of Community Colleges in DHET (2015: 4) states the purpose of CLCs is to accommodate disadvantaged groups of adults and young people who are outside of the formal economy and formal

workplaces, who are not in educational institutions, who have few opportunities for access to first or second - chance learning and lifelong learning. Community learning centres are meant to cater for young adults and adults who are out-of-school and not employed as stated in the DHET (2015: 5); DHET (2016: 8). These will include young adults and adults from the age of 19 years and above. Some might not have been to school at all, and some might need to complete their Grade 12 schooling. They also need skills and knowledge, to improve their livelihoods through entrepreneurship and employability as stated in the DHET (2015: 8; DHET, 2016: 9). Most importantly, to have these adults and young people participating in the socio-economic and political activities of their country as stated in the DHET (2015). Therefore, CLCs play a vital role in assisting adults to contribute to the country's economic development and improving their livelihoods. The CLCs operate between the universities and Technical and Vocational Education and Training Colleges (TVET) and close the education and training gap that exists in the South African higher education sector.

6.7 CONTRIBUTION OF THIS STUDY

This study contributes to Sustainable Development Goal (SDG) number 4 which is quality education as stated in UNESCO (2015) through the main role of CLC leaders which is to guarantee relevant, inclusive, and quality education according to Harris and Jones (2017). The UNDP (2016: 7) explains this goal as the most sustainable development goal. Hence the important contribution made by this study through the required support of managing curriculum delivery for CLC leaders within the ACET sector in South Africa.

 Education management ought to be supported for effective teaching and learning according to Lall (2021: 232). When CLC leaders are supported in managing curriculum delivery, they will in turn provide the necessary curriculum support to CLC lecturers to effectively deliver the curriculum in CLC classes as argued by Eisenschmidt, Lauri and Sillavee (2021: 133) to achieve SDG number 4. The study also makes a significant contribution to the literature on curriculum management within the ACET sector. It also highlights how the lack of curriculum support from authorities has a negative impact on the centres' curriculum management and ultimately its

delivery which impacts negatively on learner results and the professional conduct of lecturers.

Furthermore, it contributes to closing the existing research gap on CLC curriculum management. Hence this study is associated with the management of curriculum delivery in South African education. Therefore, educational authorities and other relevant stakeholders will better understand and learn how to provide effective curriculum support to leaders for the educational institutions to achieve its goals and make a significant contribution to the development of the country.

6.8 DELIMITATIONS OF THE STUDY

According to Creswell (2012) delimitations can be controlled by the researcher. Delimitations intend to narrow the focus of the study to specifics which include specific thesis sites. The delimitation of this study was to conduct the study only on the CLCs in Gauteng Province rather than in other provinces in South Africa. The delimitations included the sample size. The sample was not be a representative sample of the Gauteng province. Hence it was a delimitation of this study. The researcher was able to set boundaries and parameters of this research which included 5 CLCs each representing a district municipality within the Gauteng province in South Africa. This study was conducted between the year 2019 to 2022, and it included 5 CLC leaders, 5 CLC lecturers, and 3 CLC district officials in one-on-one face-to-face interviews. The focus group discussion included 1 leader, 4 lectures and 1 district official.

6.9 LIMITATIONS OF THE STUDY

According to Korrapati (2016) limitations are factors that influence how the researcher interprets the results of the study. The limitations in this study included the size of the thesis sample. The researcher cannot control these weaknesses as proclaimed by Creswell (2012). One of the limitations of this study was sampling only 5 CLC leaders out of a possible 47 because of accessibility and Covid-19 challenges during data collection as stated in DHET (2018: 3). The initial plan was to sample 3 leaders per district municipality because that was the maximum number of available leaders in small districts. That would have given this study a possible total number of 15 leaders

because there are five municipal districts in Gauteng province. This was not a representative sample for Gauteng province hence it is a limitation of this study. The specific research site and the size of the thesis also contribute to the limitations of this study.

6.10 FURTHER RESEARCH AVENUES

According to Oliver (2008) cited in Modise (2017), there is always a need for further research that derives from a conducted research study. The reason is that there is no research activity or study that is a stand-alone activity from comparable studies as proclaimed by Oliver (2008). To achieve the required support for the CLC leaders to effectively manage curriculum delivery goals, some of the further research options provided by this study include the following:

* Due to the limited scope of conducting this study in Gauteng province only, there is a possibility of extending it to other South African provinces and comparing the findings about the CLCs' leadership being supported or not when it comes to the effective management of curriculum delivery.

* The investigation on the ACET sector's skills delivery in South African Higher Education.

* The effects of CLC leaders and lecturers' working conditions on curriculum delivery.

6.11 SUMMARY OF THE CHAPTER

This chapter looked at the summary of findings, recommendations and conclusions of this study based on the research questions and the objectives mentioned in chapter one. The synopsis of the study was provided through a summary of each chapter. The emerged themes' summary was employed for the study to come to the necessary conclusions and recommendations. The findings of this study answer the main question of this study and suggest the lack of curriculum support and guidance for CLC leaders. It was also important to highlight the role of community centres in South Africa's socio-economic and political spheres which brought to the fore the important

role CLCs play in the development of the country. The contribution of this study and further research avenues were also discussed.

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APPENDIX A

RESEARCH ETHICS CLEARANCE CERTIFICATE

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/10/16

Ref: **2019/10/16/43073271/19/MC**
Name: Mr TS Ngubane
Student No.: 43073271

Dear Mr Ngubane

Decision: Ethics Approval from 2019/10/16 to 2024/10/16

Researcher(s): Name: Mr TS Ngubane
E-mail address: 43073271@myunisa.unisa.ac.za
Telephone: +27 76 887 9167

Supervisor(s): Name: Dr II Setlhodi
E-mail address: setlhii@unisa.ac.za
Telephone: +27 12 481 2878

Title of research:

Community Learning Centres' Leadership support towards effective curriculum delivery management in Gauteng Province

Qualification: PhD in Adult Education & Youth Development

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/10/16 to 2024/10/16.

The **low risk** application was reviewed by the Ethics Review Committee on 2019/10/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:
1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
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www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/10/16**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/10/16/43073271/19/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX B

PERMISSION FROM THE DEPARTMENT OF HIGHER EDUCATION

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

GAUTENG
Community Education and Training
CET COLLEGE

To:	**Mr TS Ngubane**	**Student: UNISA**
From:	**Mr Clifford Wee**	**Principal: Gauteng CET College**

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT PhD RESEARCH IN GAUTENG CET COLLEGE

Dear Mr TS Ngubane

The above matter and your e-mail dated the 01 November 2019 refers.
We wish to indicate as follows:

- The request to conduct research in our institutions of learning is hereby granted.
- We hope and trust that your efforts would contribute towards the development of our sector.
- You are requested to liase with Ms. Thandiwe Sebolai on 010 900 1161/1159 regarding the Community Learning Centre to be visited and the date, so that we can notify the Centre Manager of your intention to visit the institution as well as the purpose thereof.

We trust that you will find the above in order. However, should you wish to discuss anything further to do with this matter please feel free to contact us.

Yours faithfully,

Mr Clifford Wee
Date: ......4/11/19..........

Gauteng Community Education and Training College
Head Office: Block D, 2nd Floor Crown wood Office Park, 100 Northern Parkway Ormonde 2091
Tel: 010 900 1161/59
Email: Wee.C@dhet.gov.za

Open Rubric

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DHET 004:

APPLICATION FORM FOR <u>STUDENTS</u> TO CONDUCT RESEARCH IN THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mr	
1.2	Name and surname	Teboho Solomon Ngubane	
1.3	Postal address	12858 Ext 10 Lindokuhle Ivory Park Midrand, 1939	
1.4	Contact details	Tel	012 484 1025
		Cell	076 887 9167
		Fax	N/A
		Email	teboho.ngubane@gmail.com
1.5	Name of institution where enrolled	University of South Africa (UNISA)	
1.6	Field of study	Education — Management of adult community learning centres.	
1.7	Qualification registered for	*Please tick relevant option:*	
		Doctoral Degree (PhD)	⊠
		Master's Degree	
		Other (please specify)	

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2. DETAILS OF THE STUDY

2.1	Title of the study

Community Learning Centres' Leadership support towards effective curriculum delivery management in Gauteng Province

2.2	Purpose of the study

This study attempts to find out how centre leaders (managers) are managing curriculum delivery effectively before, during and after the transition from DBE to DHET amid problems such as professional misconduct that impact on teaching and learning.

3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE DEPARTMENT *Please indicate the types of research activities you are planning to undertake in Department as well as the categories of persons who are expected to participate in your study (for example, DDGs, Chief Directors, Directors, Deputy Directors etc.), including the number of participants for each activity*

		Expected participants	Number of participants
3.1	Complete questionnaires	a) N/A	N/A
		b) N/A	N/A
		c) N/A	N/A
		d) N/A	N/A
		e) N/A	N/A
		Expected participants	**Number of participants**
3.2	Participate in individual interviews	a) Centre Leaders (Managers)	5
		b) District Officials	3
		c) Centre Lecturers	5
		d) N/A	N/A
		e) N/A	N/A

		Expected participants		Number of participants
3.3	Participate in focus group discussions/ workshops	a) N/A		N/A
		a) N/A		N/A
		c) N/A		N/A
		d) N/A		N/A
		e) N/A		N/A
		Expected participants		Number of participants
3.4	Complete standardised tests (e.g. Psychometric Tests)	a) N/A		N/A
		b) N/A		N/A
		c) N/A		N/A
		d) N/A		N/A
		e) N/A		N/A
3.5	Undertake observations *Please specify*	• Type of observation: • Describe the nature (i.e. who / what will be observed, when and where?):		N/A
3.6	Other *Please specify*	Face to Face Interviews will be audio recorded and permission will be sought from participants.		

4. SUPPORT NEEDED FROM THE DEPARTMENT

Please indicate the type of support required from the Department (Please tick relevant option/s)			
Type of support		Yes	No
4.1	The Department will be required to identify participants and provide their contact details to the researcher.		☒
4.2	The Department will be required to distribute questionnaires/instruments to participants on behalf of the researcher.		☒

4.3	The Department will be required to provide official documents. *Please specify the documents required below*	☒
	1. Curriculum policy 2. Community Learning Centre (CLC) Management. 3. Policies, Acts and government gazettes. **NB:** These documents will be requested from CLC Leaders (Managers.	
4.4	The Department will be required to provide data. *Please specify the data fields required below*	☒
4.5	*Other, please specify below*	☒

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

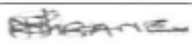| *The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the Department*	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal approved by a University

6. DECLARATION BY THE APPLICANT

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

a) I will schedule my research activities in consultation with the Department and research participants;

b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study;

c) I will obtain signed consent forms from participants prior to any engagement with them;

d) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish;

e) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise;

f) I will not include the names of research participants in my research report, without the written consent of each of the said individual/s;
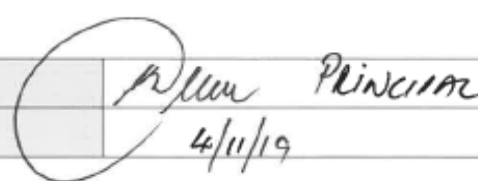
g) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report;

h) I will not use the resources of the Department when I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study;

i) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the Department of Higher Education and Training; and

j) I will provide a summary of my research report to the Department for information purposes.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE	*(signature)*
DATE	29 October 2019

FOR OFFICIAL USE

DECISION BY DIRECTOR-GENERAL

Please tick relevant decision and provide conditions/reasons where applicable	
Decision	**Please tick relevant option**
1	Application approved	
2	Application approved subject to certain conditions. *Specify conditions below*	
3	Application not approved. *Provide reasons for non-approval below*	
SIGNATURE	*(signature)* PRINCIPAL
DATE	4/11/19

UNISA
university of south africa

ENQUIRIES: mandd@unisa.ac.za
FAX: (012) 429-4150

NGUBANE T S MR STUDENT NUMBER:
4307-327-1 12858 EXT 10
LINDOKUHLE SECTION
IVORY PARK
MIDRAND
1693
2019-04-18

Dear Student I have pleasure in informing you that your research proposal has been approved. Please register and pay online for the research component of the degree for the 2019 academic year.

Registration for 2019 will open on 3 January and will close on 29 March 2019. Please refer to the Unisa website: www.unisa.ac.za/studentfunding if you are interested in applying for a postgraduate bursary.

Yours faithfully for Registrar

CONSENT FORM

CONSENT FORM FOR THE GAUTENG COMMUNITY EDUCATION AND TRAINING DISTRICT OFFICIAL PARTICIPATING IN THE RESEARCH

Student names and Surname: Mr. Teboho Solomon Ngubane

Institution: University of South Africa (UNISA)

Qualification: PhD in Education

Student number: 43073271

UNISA CEDU Research Ethics Certificate No: 2019/10/16/43073271/19/MC

CONSENT TO PARTICIPATE IN THE STUDY TITLED
Community Learning Centres' Leadership support towards effective curriculum delivery management in Gauteng Province.

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname…………………………………………… (please print)

Participant Signature…………………………………………..Date………………………

Researcher's Name & Surname…………………………………………… (please print)

Researcher's signature…………………………………………..Date………………………

APPENDIX D

INTERVIEW SCHEDULE: INDIVIDUAL FACE-TO-FACE INTERVIEWS

Student names and Surname: Mr. Teboho Solomon Ngubane

Institution: University of South Africa (UNISA)

Qualification: PhD in Education

Student number: 43073271

UNISA CEDU Research Ethics Certificate No: 2019/10/16/43073271/19/MC

- What form of support do CLC leaders require to manage the curriculum delivery effectively?

- How do CLC leaders manage lecturers through the transitional period?

- What are the differences in managing curriculum implementation through the transition period?

- How do centre leaders view their curriculum implementation responsibilities in the post-transition period?

INTERVIEW SCHEDULE: FOCUS GROUP DISCUSSION

Student names and Surname: Mr. Teboho Solomon Ngubane

Institution: University of South Africa (UNISA)

Qualification: PhD in Education

Student number: 43073271

UNISA CEDU Research Ethics Certificate No: 2019/10/16/43073271/19/MC

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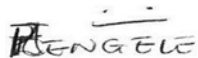
28 January 2023

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the PhD thesis entitled: **COMMUNITY LEARNING CENTRES' LEADERSHIP SUPPORT TOWARDS EFFECTIVE CURRICULUM MANAGEMENT IN GAUTENG PROVINCE by Mr TEBOHO SOLOMON NGUBANE.**

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was not formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,

ZENGELE

MA Communication Science [Cum Laude]

BA Honours Communication Science

BA Humanities

Professional
EDITORS Guild

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