



**Exploring opportunities and challenges by school
leadership in implementing the Curriculum
Assessment Policy Statement (CAPS) in Gauteng**

S Magumbo

 orcid.org/0000-0002-1399-1865

Dissertation accepted in fulfillment of the requirements for the
degree *Masters of Education in Educational Management and
Leadership* at the North-West University

Supervisor: Prof TEB Assan

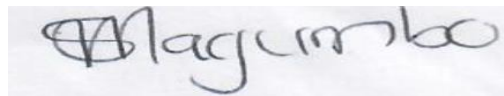
Graduation: July 2022

Student number: 31438024

DECLARATION

I the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously, in its entirety or in part, submitted it at any university for a degree.

Signature:

A handwritten signature in black ink on a light-colored background. The signature appears to be 'Magumbo' with a stylized initial 'M'.

Date:

17/08/2021

Copyright©2018 North-West University (Potchefstroom Campus)

All rights reserved

DEDICATION

This study is dedicated to my loving Husband Simon and my children, Tadiwanashe, Ruvarashe and Nyashadzashe Magumbo, who supported me throughout my study.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor, Prof T.B Assan, for all his guidance throughout this research. My heartfelt thanks also goes to my husband and family for their support and patience during the study. Lastly, I want to express my thanks to the research participants for their participation.

ABSTRACT

South Africa has been experiencing transformation in education. There have been many fundamental changes in the curriculum, from the Outcomes-Based Education (OBE) to the Curriculum Assessment Policy Statement (CAPS). These changes have brought improvements in preparing learners. However, these changes have also brought challenges to teachers, the school management and leadership in implementing the CAPS curriculum. South African principals, Heads of Department (HoDs) and school managers have been experiencing problems understanding and implementing various previous curriculums. These problems have necessitated the Department of Basic Education (DBE) to introduce the National Curriculum and Assessment Policy Statement (CAPS) in 2012.

However, there is not much information about the challenges faced by school management and leadership in implementing the CAPS curriculum. This study explored the nature of challenges faced by school management and leadership in implementing the curriculum and to identify strategies used to address the challenges in schools. In addition, the study explored the good practices brought about by the new curriculum so that school leaders and managers can continue endorsing the good practices.

The study used a qualitative approach to collect and analyse data from selected schools in Gauteng. The study involved 18 participants consisting of school leaders, managers, subject advisors and teachers. The results of the research were, school leaders and managers mainly supervised and monitored teachers. School leadership support was influenced by the availability of resources, the school environment and school culture. The present good practices included having support systems from the Department of Education (DoE) and the school leadership team such as resources allocation, effective and transparent communication and staff development. The study recommended staff development training and teambuilding workshops and smart learning.

Keywords

Curriculum Assessment Policy Statement (CAPS); School Leadership; Curriculum Implementation

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER 1: INTRODUCTION AND BACKGROUND.....	1
1.1 Introduction.....	1
1.2 Background.....	1
1.3 Clarification of concepts.....	3
1.3.1 Curriculum Assessment Policy Statement (CAPS).....	3
1.3.2 Curriculum.....	4
1.3.3 Curriculum leadership.....	4
1.3.4 School leadership.....	5
1.3.5 Educational management.....	6
1.3.6 Curriculum implementation.....	7
1.4 Problem statement.....	7
1.4.1 Aim of the study.....	8
1.4.2 Objectives.....	9
1.4.3 Research questions.....	9

1.5	Scope and limitations of the study.....	9
1.6	Significance of the study	9
1.7	Conclusion.....	10
CHAPTER 2: LITERATURE REVIEW.....		10
2.1	Introduction.....	10
2.2	Theoretical framework	10
2.2.1	Social change theory	11
2.2.2	Instructional leadership theory	12
2.2.3	Transformational leadership theories	13
2.3	Nature and scope of curriculum leadership and management practices.....	14
2.3.1	Ghana.....	15
2.3.2	France	18
2.3.3	South Africa	20
2.4	Factors that influence leadership support for curriculum implementation	29
2.4.1	The type of environment and school culture.....	29
2.4.2	The size of the institution, capacity and resources available	30
2.4.3	The characteristics of school leaders and the teaching staff	31
2.4.4	Role and responsibilities of school leadership.....	32
2.5	Intervention strategies.....	32
2.5.1	Department of Education	32
2.5.2	Subject advisors	36
2.5.3	Communication.....	37
2.6	Conclusion.....	37

CHAPTER 3: RESEARCH METHODOLOGY	39
3.1 Introduction.....	39
3.2 Research methodology	39
3.3 Research philosophy	40
3.4 Research design.....	41
3.4.1 Case study.....	42
3.5 Research method	43
3.5.1 Qualitative method.....	43
3.6 Population and site selection	44
3.7 Sample and sampling techniques	45
3.8 Data collection instruments	47
3.8.1 Email interviews.....	47
3.8.2 Online focus group discussions	49
3.9 Data presentation and analysis.....	51
3.10 Trustworthiness.....	52
3.11 Ethical considerations.....	53
3.11.1 Right to confidentiality.....	54
3.11.2 Right not to harm and voluntarily participation.....	54
3.11.3 Reporting and analysis	54
3.11.4 The role of the researcher.....	55
3.12 Shortcomings and errors	55
3.13 Conclusion	55
CHAPTER 4: INTERPRETATION AND DISCUSSION	56

4.1	Introduction.....	56
4.2	Data interpretation process	56
4.3	The sampled schools' profile.....	58
4.4	Biographical information.....	59
4.3.1	Gender.....	59
4.3.2	Age	60
4.3.3	Educational and Employment Status	60
4.5	Discussion and interpretation of findings.....	61
4.5.1	Nature and scope of school leadership in the implementation of the CAPS curriculum	61
4.5.2	Factors influencing school leadership support in the implementation of CAPS curriculum	67
4.5.3	Practical interventions.....	75
4.6	Conclusion.....	77
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		78
5.1	Introduction.....	78
5.2	Summary of findings	78
5.2.1	Findings from the literature	79
5.2.2	Findings from the empirical study.....	79
5.3	Conclusion.....	81
5.4	Recommendations.....	82
5.5	Suggestions for future researchers	83
LIST OF REFERENCES		84
APPENDIX A		97

APPENDIX B	98
APPENDIX C	102
APPENDIX D	106
APPENDIX E	108
APPENDIX F	110

LIST OF TABLES

Table 4. 1: Conversion of research questions and generated themes	56
Table 4. 2: Codes and their meaning	57
Table 4. 3: Educational qualifications	60
Table 4. 4: School leadership responsibilities	63
Table 4. 5: Teacher responsibilities.....	65

LIST OF FIGURES

Figure 4. 1: Gender 59

Figure 4. 2: Age..... 60

Figure 4. 3: Responsibilities 62

LIST OF ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
OBE	Outcome-Based Education
RNCS	Revised National Curriculum Statement
SGB	School Governing Body

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

The purpose of this study was to investigate and explore challenges and opportunities faced by school leadership in the implementation of the CAPS curriculum so that strategies could be identified to address the challenges in schools. In addition, the study explored any opportunities in this regard. When the curriculum changes in South Africa, school leadership faces challenges of the diverse roles they must play as leaders in the curriculum implementation process. School leadership, which includes district officials, principals, SMT and teachers, is at the heart of the implementation of the CAPS curriculum in schools.

All these stakeholders need to perform their roles and responsibilities for the curriculum implementation to take place effectively. Van Deventer and Kruger (2016) state that the principal is not the only person involved in school management. Leadership occurs at all levels of the education system - in the classroom, in subject meetings, in School Governing Body (SGB) meetings and at district, provincial and national levels. Thus, school leadership is not restricted to one person but includes all the role players of the school, even learners, depending on the situation.

1.2 Background

South Africa has been experiencing transformation in education. There have been many fundamental changes in the curriculum, including the introduction of the following: Outcome-Based Education (OBE) in 1994, Curriculum 2005 (c2005) in 1997, the National Curriculum Statement (NCS), the Revised National Curriculum Statement (RNCS) in 2002 and presently, the Curriculum Assessment Policy Statement (CAPS), introduced in 2012. These changes have brought an improvement in preparing learners. However, school leaders face the challenges of implementing the CAPS curriculum. The researcher has observed from past and present experience in her teaching career

that school leadership does not clearly understand their role in implementing the curriculum.

The CAPS curriculum was established to improve Matric pass rates through quality teaching and learning (Du Plessis & Marais, 2015). After the 2013 poor matric pass rates, the CAPS curriculum was introduced as an amendment to NCS. CAPS was meant to address four challenges of the NCS curriculum, namely: complaints regarding the NCS implementation in schools; to reduce administration burdens for teachers; to clarify various interpretations of the NCS curriculum requirements and to reduce underperformance of learners (Du Plessis & Marais, 2015).

Du Plessis and Letshwene (2020) argue that, even after the introduction of CAPS, South Africa has been identified as one of the worst performing countries in education. Furthermore, when compared to countries like Kenya, Zimbabwe, Swaziland and Tanzania, South Africa is ranked number 15 when it comes to Grade 6 reading and Mathematics (Du Plessis & Letshwene, 2020). This shows a weakness of the current curriculum. Whenever a new curriculum is implemented, some challenges are bound to exist. For example, introducing a new curriculum entails re-training of educators, providing new resources and changing policy (Du Plessis & Marais, 2015). In this study, the researcher wanted to determine the school leadership problems that surface after being trained to implement the CAPS curriculum.

Despite being trained to implement the CAPS curriculum, school leaders are often confused when faced with significant or radical changes in the curriculum. As a result, they struggle to apply new ideas in their schools. Observation and personal experience suggest a gap between the expectations in the designed curriculum and the curriculum implementation results. There is evidence that, after the introduction of Outcomes-Based Education (OBE) and Curriculum 2005, teachers struggled to implement this curriculum to such an extent that the Ministers of Education in 1999 and 2009 commissioned reviews of the school curriculum (DoE, 2011; DoE, 2014). Most studies

have focussed on the challenges that teachers and students face in the curriculum; however, this study examined how school leaders can overcome the problems associated with curriculum implementation and identified good practices that school leaders are using.

The researcher was motivated to engage in this study from a general observation that some schools lack adequate resources and time allocation. It is the responsibility of the school leaders to ensure that sufficient time is allocated towards subjects in their respective departments, which is four hours per week, per grade on the timetable (that is for grades 10, 11 and 12) (DoE, 2014). It is the responsibility of the school leadership to provide adequate resources for each subject, like a textbook, stationery or workbooks. The teacher should have a variety of textbooks for reference purposes, for example, in accounting, a teacher should have Summary of King Code 111-, SAICA and SAIPA codes SARS brochures and access to a computer and the internet, among other things (DoE, 2014).

1.3 Clarification of concepts

The following are definitions of terms to give clarity and understanding.

1.3.1 Curriculum Assessment Policy Statement (CAPS)

According to the DoE (2018), Curriculum Assessment Policy Statement (CAPS) is a single, comprehensive and concise policy document, which replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12. This policy statement provides guidelines to students and teachers about Government's expectations regarding teaching and learning in South African schools.

1.3.2 Curriculum

Wiles and Bondi (2015) define a curriculum as a set of desired goals or values activated through process development culminating the successful learning experience for students. A curriculum is a planned and enacted policy document that is value laden. It seeks to guide students and teachers so that there are positive outcomes in the learning experience. A curriculum is not static, but develops as Government sets a precedent over students' affairs (Wiles & Bondi, 2015). The South African CAPS curriculum has specific aims and objectives for each grade. These aims and objectives are to provide knowledge, skills, attitudes and specific values for that grade. To achieve these goals, the Department of Basic Education uses the CAPS to specify the scope of learning and assessment for specific subject courses. The content per subject is specified and divided into topics and sub-topics.

The CAPS curriculum further provides time allocations and weighting for each topic and an annual teaching plan which prescribes a sequence in which the content will be used (Department of Basic Education, 2018). Curriculum leaders visit schools to assess if teachers work as per the annual teaching plan and comply with CAPS requirements. The school leaders must understand how the annual teaching plan works and check the work covered. In this study curriculum, school leadership is responsible for ensuring that educators have access to material and other resources which support effective teaching and learning.

1.3.3 Curriculum leadership

Curriculum leadership refers to striking a balance between administrative and instructional tasks. It involves supervising, tracking student achievements, professional development of teachers, developing professional accountability and curriculum development (European Trade Union Committee for Education ETUCE School Leadership Survey, 2012). According to Sorenson *et al.* (2011), curriculum leadership manages existing curriculum programs, reviews materials, solves curriculum

challenges, controls issues and establishes a predictable yearly routine. It also involves giving new direction, aligning people and resources, inspiring participants and producing meaningful change for the school environment (Sorenson *et al.*, 2011). Therefore, curriculum leadership refers to managing and coordinating curriculum resources and human resources to improve student outcomes and the overall learning environment.

There is a district curriculum support team in the Department of Basic Education, whose core responsibilities are curriculum management, development and support, including management of learning, inclusive education and professional development of educators (Department of Basic Education, 2018). This support team is the curriculum leadership. Subject advisors or specialists fall under this team. The role of the subject advisor is to facilitate curriculum delivery and provide feedback to school management on the curriculum used in the classroom (Department of Basic Education, 2018). The subject advisor also provides guidance in policy formulation and the effectiveness of the policies implemented. They are curriculum experts who use their skills set in the development of schools according to the Integrated Quality Management (IQM) and Curriculum Assessment Policy Statement (CAPS) policies (Department of Basic Education, 2018).

1.3.4 School leadership

Leadership is about influence. However, it is not forced authority - leadership influences specific people and is not a by-product of an accident (Bush, 2011). Van Deventer and Kruger (2016) define school leadership as the system that ensures student education goals are achieved intriguingly while making sure that the team one leads is motivated enough to work beyond the established goals. Leadership is about the mission, direction and inspiration. Hoerr (2015) elaborates that school leadership is more than inspiring, applauding and chastising. It is about steering, supporting, creating, monitoring, reinforcing, encouraging and empowering others to take the lead (Hoerr, 2015).

School leadership shapes the environment and it understands that leadership involves a relationship with people. The working definition that is deduced from the two definitions is leadership is a systematic process of the intentional exertion of influence, creation of relationships and sustaining them by supporting, directing and supervising staff to attain the desired objectives. In this study, the school principal, his deputy, the head of the department of a subject and the School Governing Body (SGB) represent the school leadership.

1.3.5 Educational management

Educational management does not have a universally accepted definition, because it draws its meaning from other academic fields such as sociology, economics, political science and general management (Bush, 2011). To fully comprehend educational management, it would be prudent to discuss the words education and management separately. Management refers to a set of undertakings that includes decision-making, planning, coordinating, controlling and leading, in order to optimally use institutional resources such as finance, human, information and physical resources so that the institution can achieve its set objectives (Griffin, 2009). Rather (2014) defines education as nourishing with information, discovering and teaching or training (Rather, 2014).

Therefore, according to Bush (2011), educational management is an area of study and practice that deals with the operation of educational institutions. On the other hand, Van Deventer and Kruger (2016) define educational management as managing learners and teachers through planning, problem solving, decision making, making policies, organising, coordinating, delegating, leading and controlling school or educational events. Therefore, the working definition adopted for this study is educational management is a system of planning, organising, decision making and monitoring resources by school leaders to achieve planned results.

The school leadership must ensure that the curriculum is implemented successfully at their school by collaborating with the subject advisors who are the curriculum leaders

and devise ways to meet the curriculum expectations. It is the responsibility of the school managers and leaders to ensure that resources are available to teachers and students. School leadership in this study relates to the act of influencing teaching and learning of the curriculum.

1.3.6 Curriculum implementation

Implementation is the process of coordinating efforts to put into practice the established curriculum (Van Deventer & Kruger, 2016). Curriculum implementation is the process of introducing a new curriculum. In the above definition, curriculum implementation is a systematic mechanism that involves planning and organising teaching and learning so that there are recognisable outcomes. The implementation process involves four parties, namely the subject advisor, the principal, the teacher and the student. The implementation process involves planning, doing the practical work, monitoring and evaluation. In this study, school leadership supports the implementation of the curriculum.

1.4 Problem statement

School leaders have several responsibilities which they must devote their attention to. These responsibilities include administration, ensuring that the vision and mission of the school are achieved, supervising school staff and managing the school environment (Wilmore, 2012). Moreover, school leaders should know the CAPS curriculum implementation process in school classrooms. Wilmore (2012:4) has observed from the present trends that the primary responsibilities of principals have shifted from predominantly being "the master teacher" and a "recognised leader in instruction" to being a manager of the school whose obligation has shifted from curriculum and instruction to management and operation. Furthermore, school leaders are now responsible for implementing teacher evaluation processes and managing the expenditure and budget with unprecedented restrictions (Dagget, 2014). Since the

responsibilities of school leaders have increased, there is a need to investigate the challenges school leaders face when there is a curriculum change.

Most studies indicate that curriculum problems emanate at different levels from the learners and teachers to school leaders, whenever the curriculum changes. South Africa's educational system has witnessed a series of changes in the school curriculum since 1994. In 1997, the Department of Basic Education introduced the curriculum C2005, the Revised National Curriculum Statement (RNCS) in 2002 and the National Curriculum Statement (NCS) in respectively and the CAPS curriculum in 2012 (Department of Basic Education, 2014).

The introduction of each new curriculum has led to application challenges in schools. There have been minimal interventions to address some of the challenges school leaders face. As a result, the previous curricula failed to meet the desired outcomes. Therefore, the researcher explored the present intervention strategies used to mitigate the implementation problems in the CAPS curriculum as well as the good practices that school leaders use.

The quality of school leadership determines successful curriculum implementation in different subjects. The school leadership must provide direction and create systems and structures that enable effective implementation of the curriculum. If curriculum implementation is not done correctly by the school leadership, it can affect the students' matric results (Du Plessis & Marais, 2015). Overall, the research examined the challenges and opportunities of school leadership in implementing the CAPS curriculum.

1.4.1 Aim of the study

The study explored the challenges and opportunities faced by school management and leadership in the implementation of the CAPS curriculum.

1.4.2 Objectives

- To explore the nature and scope of school leadership support in the implementation of the CAPS curriculum.
- To identify the factors which influence school leadership support for the implementation of the CAPS curriculum.
- To establish a set of practical interventions to respond to the challenges and good practices.

1.4.3 Research questions

- What are the nature and scope of school management and leadership support in the implementation of the CAPS curriculum?
- What factors influence the school management and leadership support in the implementation of the CAPS curriculum?
- What current practical interventions respond to the school leadership challenges in the implementation of the curriculum in schools?

1.5 Scope and limitations of the study

The research explored the good practices and challenges school leadership has faced in implementing the CAPS curriculum at the selected schools in Pretoria, Gauteng. The researcher used schools that were accessible to her. However, the researcher could not research all the schools in Tshwane South District in Pretoria because of limited resources, financial costs and time.

1.6 Significance of the study

The research aimed to create awareness of the current challenges that school leaders face. It also explored present opportunities and support mechanisms in implementing the CAPS curriculum. The findings provide the foundation for problem solving ideas with issues related to the supervision of teachers in the implementation of the CAPS

curriculum. In addition, the research can allow the evaluation of present trends in educational management and curriculum implementation.

1.7 Conclusion

This chapter highlighted the research problem, the purpose of the research, the research questions and objectives. The chapter also described the scope of the research and well as its significance.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter outlines the duties of school leaders, the challenges they face and the theories underlying school leadership and management. Studies conducted in Ghana, France and South Africa, affecting curriculum implementation, were reviewed. The chapter also outlines examined intervention strategies used to support curriculum implementation.

2.2 Theoretical framework

This section focusses on the theories that guided the study, such as social change, instructional leadership and transformational leadership theories. According to Schneider (2016:2), a theory is “An integrated set of concepts formed into propositions that explain conditions or events in the world around us.” A theory provides the basic framework for making decisions. Finally, a theory provides an understanding of the nature and effects of the practice (Bush, 2011:17).

2.2.1 Social change theory

The social change theory is rooted in the field of sociology. The social change theory is a hybrid of many theories borrowed from other academic areas. The leading proponents of the theory are Herbert Spencer, Henri Tajfel, C.W Mills, Frederic Le Play, Leonard Hobhouse, Robert Bellah and Geoffrey Wilson (Witterdink & Form, 2020). These scholars propounded that social change is inevitable. It describes the transformation and formation of social entities in a non-historical manner. Social change measures the location, direction, speed and rate of change (De Witt, 2016:12). The social change theory helps us understand why there are changes in learning programmes like the curriculum and the different reactions to implementing a new curriculum.

The theory states that no societal phenomenon is static. Change is bound to happen as the societies' beliefs, culture, norms, values and system of the organisation evolve or are affected by external factors. The South African educational curriculum has evolved since 1994. It has changed in its form, objectives and values. External factors like the influence from political and human rights pressure groups, criticism from the media and other stakeholders and the subsequent failure to achieve its set objectives played a pivotal role in the transformation of the curriculum over the past two decades.

The social change theory states that social change is homogenous. The nature and speed of change are related to the time factor. Change does not occur in a vacuum but within a community (Dewitt, 2016). The theory clarifies curriculum boundaries while simultaneously recognising where the curriculum sits in, interacts with, influences and is influenced by its broader context while ensuring that the outcomes chain gives adequate attention to outcomes beyond the direct impact of the curriculum (Funnell & Rogers, 2011)

The implementation of the curriculum affects the society or community as each sector within the society has expectations. Adu and Ngibe (2014:984) state that, "Continuous change in curriculum affects teachers' lives, relationships and working patterns and the

learners' educational experiences. It affects parents by altering their children's education, thereby confirming, or challenging their expectations of what schools should be. It affects the community that is aware of the school through pupils' outward conduct and attitude, rightly or wrongly understood. Social change affects employers, who derive their view of the curriculum from a rough and ready measurement of how the abilities and aptitudes of the boys and girls they recruit match their requirements". School leaders are not immune to change; they also face challenges due to continuous change in curriculum and the speed at which the change occurs. Heystek (2016) states that this requires intrinsic, long-term inspiration rather than short-term, spur of moment motivational activities.

The weakness of the social change theory is that it fails to predict the future. The theory propagates that, even though curriculum changes occur, its impact after the implementation phase is unpredictable. The results of the curriculum change are also unpredictable. The critical question at the end of the day is, are school leaders able to articulate the changes and how prepared are they to lead through the changes?

2.2.2 Instructional leadership theory

The instructional leadership theory that emerged in the 1950s was later operational in the 1980s. The theory helps to explain the role of school leadership in the administration of curriculum matters and classroom instruction. According to Hallinger (2010), the instructional leadership model attends to the needs of principals concerning their role in managing educational institutions and integrating new technologies in teaching and learning. Hallinger and Murphy (1985) proposed three dimensions, namely the school mission, managing the instructional programme like CAPS and developing a favourable learning climate in the school (Hallinger, 2010).

Hohepa and Rowe cited by Hallinger (2010) later established the fourth component in 2007 and then added it to the three dimensions model. This component is strategic resourcing. Leaders promotes professional development by participating with their

teachers and ensuring an orderly and supportive environment so that teachers have optimal conditions for learning and teaching (Scott *et al.*, 2016). The instructional leadership theory is learner centred and results orientated. According to Bush (2011:17), as cited by Bush and Glover (2016:10), instructional leadership mainly focusses on the processes of teaching and learning and the attitude of teachers towards learners.

The school leader's role is to monitor the learning process and classroom management via teachers. The primary emphasis is on the outcomes of the learning process. Instructional leadership involves monitoring by visiting the classes, dialogue by creating opportunities for teachers to communicate and the school leaders' creation of opportunities for teachers to learn modern ways of teaching and learning. This theory's main weakness is that it is a top-down management style and it has a dictatorial method of school leadership (Lynch, 2012).

2.2.3 Transformational leadership theories

The transformational leadership theory analyses the participation of both school leadership and the teachers. Burns (1978) developed the transformational leadership theory and Bernard Bass established it in 1985. The theory states that school leaders must work with a vision and a mission. The process of creating a vision and a mission involves everybody (Lynch, 2012). The theory argues that the environment must be self-managing. School leadership and management are responsible for creating a situation whereby the staff feel empowered to orchestrate and improve the students' learning conditions; in other words, the team takes ownership of the curriculum implementation process.

The transformation leadership theory proposes that school leaders and managers should be charismatic and they should inspire, motivate and support the teachers and school staff to achieve a common objective. The school leadership provides curriculum resources and supports teachers who are the implementers of the curriculum. The

theory states that a school leader should exert a certain kind of influence on their staff. Communication is vital in exerting influence. Therefore, the methods and styles of communication used by the school leadership and management are fundamental in fostering a sense of belonging, developing positive relationships and creating a school culture.

Scholars of the transformational leadership theory argue that there are positive results when the staff is motivated (Wang *et al.*, 2017). They also propose that change or improvements are impossible if the school leadership cannot influence the team (Wang *et al.*, 2017). The benefits of the transformation leadership theory are that it advocates for functional leadership rather than the entitlement to the leadership position, it ensures that the school staff who are involved in the process of curriculum implementation are adequately resourced and supported and it is participatory (Wang *et al.*, 2017).

This section highlighted theories underlying school leadership approaches to educational management. Bush (2011) states that no single all-encompassing theory exists in education management because of the differences found in an educational institution such as size, location and focus. Moreover, different problems have different solutions. Christie *et al.* (2011) observed that instructional and transformational leadership theories emphasise different development activities. A survey conducted in South Africa revealed that the effects of instructional leadership were more notable and consistent than that of transformational leadership. The survey indicated that, if school leaders have the necessary tools to implement curriculum change, they can improve. Hence, there is a need to explore challenges and opportunities in the implementation of the curriculum in schools.

2.3 Nature and scope of curriculum leadership and management practices

This section outlines the academic works of other scholars who conducted similar studies on the subject. The selected countries are France and Ghana. The purpose is to give a comparative view, to show that the study's research question is not particularly

new. The rationale for selecting Ghana and France was to identify the role of school leaders in supporting curriculum implementation as well as the challenges they face and, where possible, to identify areas of improvement. The study focussed on high school education. Thus, the literature explored two international practices in the South African context.

2.3.1 Ghana

It is essential to give a brief account of the Ghanaian educational system in order to understand the contextual background. The existing education structure in Ghana comprises six years of primary education divided into three years lower primary and three years upper primary and secondary education is divided into three years junior high school and three years senior high school (Adu-Gyamfi *et al.*, 2016). The Junior Secondary School (JSS) or Junior High School (JHS) constitutes three years post-primary education. It is the transitional period from primary education to secondary education. This period prepares students for the fundamentals of scientific and technical knowledge and other skills essential for further academic work and professional or vocational skills at secondary level (Adu-Gyamfi *et al.*, 2016).

At the end of the three years, the students write a Basic Education Certificate Examination to qualify for SHS. Students pursue three or four subjects of their choice at SHS from the following categories: sciences, arts (social sciences and humanities), vocational sciences (visual arts or home economics), technical sciences, business sciences and agricultural sciences. In addition, students must have English, integrated sciences, mathematics and social studies as part of their core curriculum in public school. At the end of SHS, students write the West African Senior Secondary Certificate Examination (WASSCE) (Adu-Gyamfi *et al.*, 2016). The grading system is exceptionally high, with "C" being the average pass mark of the WASSCE while "A-B" are excellent pass marks. It is only after attaining above the "C" grade that one qualifies for tertiary education (Adu-Gyamfi *et al.*, 2016).

Studies conducted by Kusi (2018), Amakyi and Ampah-Mensah (2013), Kwao (2017) and Asante and Donkor (2016) were reviewed for purposes of this research. These studies reflect the type of school leadership found in most schools in Ghana, the management practices and the curriculum design implications. Kwao (2017) identified a problem with the school curriculum design in JSS. He observed a disconnection between the subjects learned at JSS and those at senior secondary school or tertiary level; resultantly, there were limited opportunities for those students who wanted to advance their education.

In addition, Kwao (2017) argued that the students who completed JSS lacked psychomotor skills. Kwao (2017) conducted qualitative interviews in the Cape Coast Metropolis, interviewing 100 students, ten teachers, five circuit supervisors and five experts on the curriculum. His findings were that there was indeed a problem of curriculum alignment and the recommendation was that the existing curriculum should be revised to reflect best practices, prospectus and opportunities for those attending junior secondary level.

Kusi (2018) also conducted a study in Ghana. The study investigated the challenges that head teachers (principals) faced in managing junior secondary schools and their professional developmental needs in the Sunyani area. The study aimed to improve the educational provision in that area. Kusi (2018) used qualitative methods to investigate; he used a semi-structured questionnaire and a semi-structured interview. Kusi (2018) distributed questionnaires to all head teachers and circuit supervisors (school inspectors) in the Sunyani district and interviewed head teachers and circuit supervisors who responded to the questionnaires.

The findings were that head teachers faced challenges such as lack of commitment and uncooperative behaviour from teachers. The head teachers themselves were not entirely involved in the decision making process that affected their role. In addition, their professional duties were demanding and they received a low allowance. Kusi (2018)

recommended that there should be in-service training and continual professional development courses in regions for head teachers and a cluster based collaborative headship scheme.

Asante and Donkor (2016) investigated the Kwaebibirem district of Ghana. They examined how instructional leadership of head teachers took place in public schools. The study specifically explored lesson planning, organisation and delivery, head teachers' support for the teachers, head teacher's supervision of teachers and student's performance and head teacher's evaluation of teachers and student's performance. They adopted a detailed design and used questionnaires and interviews.

The two researchers found that supervision, evaluation and direct personal support activities were more dominant than curriculum planning, organisation and delivery (Asante & Donkor, 2016). They recommended that circuit supervisors should advise head teachers to allocate time for instructional leadership activities (Asante & Donkor, 2016). Head teachers should be well remunerated and should receive rewards and other incentives.

Head teachers need to shift their focus from purely administrative tasks and provide an accurate model for instructional leadership (Asante & Donkor, 2016). There should be in-service training and another course for further education to promote teacher's personal development (Asante & Donkor, 2016). The District Education Directorate should hold inductions and workshops for newly appointed head teachers and in-service training for those working as head teachers for a while (Asante & Donkor, 2016).

Amakyi and Ampah-Mensah (2013) conducted a study on the preparation of school heads in Ghana, focussing on head teachers' academic and professional development credentials, their function and school improvement expectations. They found that most head teachers were appointed based on teaching experience and rank (Amakyi & Ampah-Mensah, 2013). They recommended that there should be a comparison between the head teachers who take educational administration courses and those who

do not, to assess their administrative styles and problem solving skills. The two scholars also recommended a policy revision on the appointment of head teachers (Amakyi & Ampah-Mensah ,2013).

The above literature clearly shows that the challenges incurred in curriculum implementation are not peculiar to South Africa alone. Furthermore, the fact that the school leadership, that is principals (head teachers), plays an essential role in the implementation process of the curriculum is undeniable. These scholars advocated for developing school leadership skills if successful curriculum implementation is to occur. The training of head teachers in Ghana was not adequate for their positions; hence there were problems with their management practices.

The head teachers play a crucial role in school improvement, because they influence the quality of the educational programmes, teacher professional growth and school climate. What can be noted from these studies is that some scholars advocated for the change in curriculum design. Others advocated for a revision in the appointment policy of school heads. Significantly, most scholars agreed that school leaders needed training and rewards to motivate them to carry out their tasks. The question at the end of the day is, will their findings be compatible with the results of this research? If they are the same, how does the geographical, social and economic differences interplay in the South African context?

2.3.2 France

The French school leadership management and curriculum management are different from South Africa. The study examined literature written about the French education system. The literature reviewed mainly dealt with the school leadership and their function in curriculum implementation. The writings were summaries of educational research carried out in France.

The French education policy over the years shifted from being a student-centred approach towards a comprehensive plan in which the teachers and school leaders play a significant role. In the 1980s, the acts of devolution introduced a change in the secondary school structure. French schools were autonomous. Each school management had a developmental plan. In the 1980s, the French Government faced several challenges, including budget constraints. Hence, there was a need to empower the public education institutions so that they could operate as private schools. Normand (2015) reported that principals' responsibilities compromised obedience to national educational rules and their affirmation of local autonomy. That is why French school principals are primarily concerned with administration and management at the expense of pedagogical tasks.

The principals were continuously trained about leadership throughout their careers. After the French Government had realised this type of leadership excluded teaching and learning, they introduced the pedagogical council in 2005. The pedagogical council is a consultative body that assists schools in reflecting on issues of pedagogy in their developmental plan (Normand 2015). Normand (2015:138) also states that "policymakers consider the council as a relevant device to improve the transversal coordination between teachers, facilitate teamwork, better student support and harmonise rules and assessment methods". The European Trade Union Committee for Education (ETUCE) (2012) indicated that research had shown that school leadership plays an integral part in transforming the education system to become modern.

In France, the recruitment of school leaders is not necessarily based on teaching experience, but on appointment. The French principals are not responsible for the recruitment of staff. Their role in budget creation and adoption is limited. However, they must apply the standard and regular hours allocated to the teaching of the curriculum. External experts of the curriculum support teaching staff. They bring resources and material to the teachers (Normand, 2015). The recommendation was that French principals must view themselves as agents of change. They must instigate the change

they want to see in the school environment. Teachers are part of the change process; they are involved in developing a school development plan (Normand 2015). These studies conducted in France are significant because they outline the role of school leadership. In France, the school leaders are autonomous, predominantly preoccupied with managerial tasks than pedagogy.

2.3.3 South Africa

2.3.3.1 History of curriculum development and practice in South Africa

This section outlines a review of academic works of other scholars who conducted similar studies in South Africa. The purpose was to examine the key trends in curriculum implementation and to discover the findings of other scholars.

2.3.3.2 The Outcome Based Education (OBE) curriculum

After the transition from apartheid to the African National Congress (ANC) led Government, the new democratic South African challenges in the educational system was challenged. The Ministry Education during the period 1994-1997 was faced with the task of transforming the education system by subverting the apartheid educational structure and creating a unified education system (DoE, 2001). The Ministry of Education also needed to develop an equitable educational distribution system with limited financial resources and lastly, it had the task of creating a sound educational policy framework that ingrained the values of post-apartheid South Africa (DoE, 2001).

The OBE was introduced in 1994 and it later culminated to the introduction of Curriculum 2005 in 1997. The OBE was an approach of which the framework of education and training was premised. The purpose of the OBE was to integrate education and training to make it a lifelong learning process (Adu & Ngibe, 2014). Its primary objective was to redress and change the apartheid education system (Adu & Ngibe, 2014).

The OBE aimed at providing equitable access to education for every South African. Adu and Ngibe (2014) state that the OBE not only attempted to transform the educational system by addressing the ills of apartheid but it was also designed to instill a sense of educational ownership amongst the learners, parents and teachers by allowing them to have a say and make contributions to children's education. In addition, it perpetuated values of peace, democracy and prosperity (Schmidt, 2017). Curriculum faced heavy criticism. Internal and external forces contributed to its downfall.

2.3.3.3 Curriculum 2005 (C2005)

Curriculum 2005 was designed to be inclusive of every South African, regardless of their history (Van Eeden, 2010). The problem was that, during the 1990s, global trends were changing, more nationalist and human rights movements were gaining international recognition (Van Eeden, 2010). In South African, human rights movements and politicians influenced the educational system. Van Eeden (2010) indicated that human rights and politicians influenced curriculum creation even though it was a top-down relationship and the human rights and political views were not discussed or debated at levels where the curriculum was being constructed.

The political and human rights views had little to do with the realities of the classroom life (Jansen. 1998). Jansen and Christie (1999) argue further that the 2005 curriculum was doomed from the onset. They claim there were internal forces that influenced its failure. Firstly, the Ministry of Education was weak, its leaders were indecisive, the conditions in schools were deteriorating and there was a heavy demand for curriculum transformation in the educational system without enough resources. Secondly, during the construction of the OBE, teachers claimed that they had not been actively involved in the development process or in the decision making process of adopting the final curriculum. Furthermore, there were foreign stakeholders who were involved in the development process of the curriculum. According to Jansen and Christie (1999), foreign experts from Scotland, USA, Australia, New Zealand and England were

consulted; however, these experts spent more time arguing about the qualification structure than focussing on the elements of the OBE approach.

The implementation process of Curriculum 2005 was difficult. According to Jansen (1998), the language used in the policy document was confusing, too sophisticated and sometimes contradictory. A teacher had to understand 50 different concepts and labels and track the changes of priorities and meaning of these labels. Curriculum 2005 did not sufficiently equip the student to understand the reasons for their education. Curriculum 2005 not only increased the burden of administration of the curriculum on teachers, it also did not support them in terms of time, equipment and material and the classes were quite big.

Naong (2008:164) elaborated by stating that the curriculum structure and design were rather skewed. It lacked alignment with assessment policy, teachers were not adequately trained, the policy overload hindered transfer transmission of learning in the classroom and it also lacked recognition by the DoE that the curriculum was their core business. In addition, Schmidt (2017) argues that the curriculum policies were meant to be symbolic and to position emblems which were not implementable. Given the above reasons, Curriculum 2005 was bound to fail.

The failures of the OBE and Curriculum 2005 present rich lessons that the introduction of any new curriculum must be accompanied by training, provision of resources and implementation (Schmidt, 2017). It also presents lessons that, when developing new curriculums, education policy makers must involve various stakeholders from teachers, school leaders, learners and the broader community (Schmidt, 2017). Furthermore, it must be grounded on sound research that focusses on classroom practices and classroom management (Schmidt, 2017).

2.3.3.4 The Revised national Curriculum Statement (RNCS) and the National Curriculum Statement (NCS)

The Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS) were introduced in 2002. According to Chisholm (2005), the RNCS and NCS used two approaches. One approach focussed on curriculum as a policy and the other approach focussed on curriculum as knowledge. RNCS and NCS assigned new roles to teachers and students. Teachers were the bearers of education, whose role was to model learners so that they could have values, a national identity and contribute positively towards the economic development of the country. The student's role was to learn the values and develop them personally so that they can positively contribute to the nation (Ramokgopa, 2013).

RNCS and NCS were short-lived, like its predecessor Curriculum 2005, because it was premised on outcome based education (Ramokgopa, 2013). RNCS and NCC faced heavy criticism leading to its virtual abandonment in 2010. Pinaar (2014) propagates that the critics of the outcome based education argued that this type of educational approach was neoliberalist, it channelled students to contributors of the economy only, rather than acquiring the academic knowledge and it undermined disciplinary knowledge which socialises learners into the field, discipline or content area which helps them understand their present environment in order to change the future.

Du Plessis and Marais (2015) also point out that RNCS and NCS were criticised for increasing the workload for teachers, creating confusion, stress and increasing learner underperformance both locally and internationally. In addition, there was no clarity regarding teaching methods and assessments (Parliamentary Monitoring Group, 2017) Although the DoE tried to implement minor changes to mitigate some of the challenges, these minor changes did not give the desired results (Du Plessis & Marais, 2015). Despite the shortcomings of the RNCS and NCS, rich lessons were provided regarding the areas of improvement. According to Du Plessis and Marais (2015), areas that

needed to be improved were curriculum policy and guideline documents, the transition between grades and phases, assessments, learning and teaching support materials especially textbooks, teacher support and training for curriculum implementation.

2.3.3.5 *The CAPS Curriculum and Assessment Policy Statement CAPS*

The CAPS is “A single, comprehensive and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12”, as indicated in the Curriculum and Assessment Policy Statement (2011:3) from the DoE. It was introduced in 2012. The two curriculums that had existed prior to the CAPS inception were combined to form one. Its purposes are to equip learners, irrespective of their background, provide access to higher education, facilitate the transition of learners from education institutions to workplace and provide employers with a profile of a learner’s competences (Curriculum and Assessment Policy Statement 2011:3).

Whenever the curriculum changes, there are immediate implications to its implementation. The historical development of the South African curriculum clearly provides empirical evidence that there were challenges witnessed from the introduction of Curriculum 2005, to the Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS), to the current Curriculum and Assessment Policy Statement CAPS. Adu and Ngibe (2014) note that the continuous change in curriculum has an impact on people’s lives, relationships and work patterns of teachers and student’s educational experiences. Many studies have been devoted to measuring the effectiveness of CAPS; however, this study took a different stance. It explored the role of school management and leadership in the implementation of the accounting CAPS Curriculum. The primary focus of most studies are teachers and learners. This study focussed on the school management and leadership.

2.3.3.6 CAPS Curriculum implementation progress

According to the Parliamentary Monitoring Group (2017), the DoE invested in continuous teacher development so that teachers can teach new topics, including the challenging CAPS content. The DoE developed a National Catalogue and Sector Plan to enhance the LTSM of teachers and learners. It also developed workbooks to assist teachers and lastly developed strategies to promote access and inclusivity to all learners, including special needs learners. The Parliamentary Monitoring Group (2017) states that the implementation of CAPS is addressed in the Department of Education's short-term plans, medium-term plans and long-term plans.

2.3.3.7 Challenges of implementing CAPS curriculum

- School leadership challenges in supporting CAPS Curriculum implementation

There are many challenges that school principals face. External and internal forces cause these challenges. The problems vary according to the location of the school, availability of resources and social context. The school principals ensure that they advocate for parental involvement in their children's education (Van Wyk, 2020). They must deal with the high level of HIV infections amongst learners, violence, substance abuse, students who fail to complete their homework, school tasks or tests, students' poor eating habits (buying cheap food) and challenges of communication due to language barriers between teachers and school principals, teachers and their learners (Moloi, 2007; Van Wyk, 2020). The Organisation for Economic Cooperation and Development (OECD) (2018) states that 34% of school principals in South Africa reported that they had to deal with challenges related to bullying on a weekly basis, whilst 27% of school principals reported that they had to deal with drug abuse, drug possession, alcohol abuse, vandalism and poor eating habits because 30% of the learners came from disadvantaged backgrounds.

School leaders face challenges in resource related issues such as shortage of instructional material, shortage of teaching staff, lack of relevant textbooks, under-resourced libraries and inadequate classrooms and facilities (Legotlo, 2014:7), especially in rural areas and some farm schools. According to The Organisation for Economic Cooperation and Development (OECD) (2018), 70% of school principals in South Africa reported having shortages of library material, 65% of the principals' experienced shortages of digital technology to enable teaching, 56% reported shortages of resources such as physical infrastructure and 60% of the school principals reported shortages of personnel and safety problems.

School leaders must deal with challenges that arise from the teaching staff, such as low levels of motivation or morale, loss of competent staff, poor teaching and learning strategies and lack of discipline (Legotlo, 2014:7). The external challenges include complying with “a plethora of ever-changing legislation, policies and regulations”, establishing a culture of teaching and learning according to the educational policies. School leaders must be held accountable to the respective communities and cope with factors outside the school that may infringe on its jurisdiction (Legotlo, 2014:7). This study examined the factors influencing curriculum implementation, including the challenges.

Tapala *et al.* (2020) investigated the barriers that HODs experienced in executing their curriculum leadership roles within the theoretical framework of human capital theory (HCT). They found that HoDs were underutilised by principals, they lacked resources and there were other competing school priorities. Tapala *et al.* (2020) further discovered that school principals did not support HODs and the empirical data revealed more barriers experienced by HODs. They also found that other barriers included lack of training and development, increased workload, lack of logistical support, lack of time, poor school culture and lack of facilities (Tapala *et al.*, 2020). Mandukwini (2016) investigated the experiences and challenges of implementing the CAPS curriculum faced by the school stakeholders, particularly SMTs and educators in selected high

schools in the Mount Fletcher District in the Eastern Cape Province. According to Mandukwini (2016), the major challenges were lack of resources, inadequate training and heavy workloads.

- Challenges teachers face in implementing CAPS curriculum

Mbatha's (2016) study was motivated by the teachers' failure to understand and adequately implement the NCS curriculum and examined teachers' perceptions regarding implementing the CAPS curriculum. Mbatha's (2016) findings revealed that teachers were initially eager to welcome and accept CAPS. Later on, some challenges emerged and impeded teachers from effectively implementing CAPS. The problems experienced were resource shortages, teacher training, resistance to change, class size, lack of time, professional development, workload, administrative support, monitoring and language barriers. Mbatha (2016) states that many teachers were without their own copies of the CAPS documents, particularly the policy on progression, promotion and assessment.

- Challenges The Department of Education Faces in supporting CAPS curriculum

The DoE uses a tracking system to track curriculum implementation challenges (Parliamentary Monitoring Group, 2017). According to the Parliamentary Monitoring Group (2017), the department uses national, provincial and district subject committees. Information about existing challenges is obtained through twitter, SMSs, submissions and Heads of Education (HEDCOM) sub committees.

The challenges that were reported included content overload and curriculum coverages. The DoE (2017) conducted studies to evaluate barriers to curriculum implementation. It found that most schools were able to draw up the timetable as required by the set standards. However, the DoE discovered that most schools did not comply with the timetable because most teachers did not spend enough time in the classroom; therefore, it was difficult to implement the Caps curriculum. In addition, the findings revealed that

there was poor time management in most schools due to disruptions of conducting other administrative duties which made it difficult to follow the timetable. The department admitted that CAPS needed to be revised, especially on assessments in order to reduce the administrative burdens (DoE, 2017). It also needed to improve the distribution of CAPS documents.

The DoE (2017) also found that the teachers did not accept responsibility for learner's performance, whilst curriculum leaders did nothing, although they had not only the authority but also the obligation to intervene in these schools. School leaders denied the fact that time was being managed very poorly in their schools (DoE, 2017). The DoE (2017:86) argued that "they were not doing what they are paid to do and hence are guilty of the same brand of corruption, as are the district officials who know it is happening, but feel powerless to intervene".

Another challenge that the DoE faced included lack of understanding that the teacher had to teach learners so that they master concepts and not only teach learners to just be good at assessments. The DoE (2017) states that, while teachers understood the CAPS requirements and understood when the respective topics were expected to be completed, including how many assessments and tests should be conducted each term, the teachers did not understand the level of knowledge each learner was expected to attain. When this problem is combined with poor time management, it becomes difficult to ensure effective curriculum implementation (DoE, 2017).

System managers at the Department of Education are aware of this problem (DoE, 2017). The generally poor subject content knowledge of teachers is a second fundamental barrier to learning. Another challenge that the DoE faces is teacher's lack of pedagogical knowledge (DoE, 2017). According the DoE (2017), there was a general poor subject content knowledge among teachers they evaluated. It adds that poor management of time and lack of pedagogical knowledge have nothing to do with the

design and content of the CAPS. Teacher shortages also pose serious inhibitions to learning.

There is consensus in many schools that textbook shortages occur, many of them severe. Yet, provinces budget and, in most cases, spend significant sums on LTSM annually. What can be responsible for this anomalous situation? Are books so badly managed in schools that top-up supplies cannot keep pace with annual losses? Or are the books stored somewhere, out of sight and out of mind of HODs and teachers alike? A third possibility is that, unlike the DBE workbooks that most teachers follow sequentially, teachers find textbooks more difficult to use and tend to forget about them, preferring to use the more accessible workbooks. Whichever of these interpretations is correct, promoting the more frequent use of DBE workbooks that teachers are already using in preference to other materials, would provide an excellent starting point.

2.4 Factors that influence leadership support for curriculum implementation

This section addresses the factors that affect leadership support for curriculum implementation, such as the type of environment and culture, the institution's size, availability of resources and capacity, school leaders' characteristics and the teaching staff.

2.4.1 *The type of environment and school culture*

The school environment consists of the physical and psychological aesthetics and culture, including utilisation and maintenance of school buildings, human resources and school surroundings (Mckenzie & Pinger, 2015). According to Peterson and Peal (2016), school culture is the trend of assumptions created or discovered and reinvented by a particular group to help them cope with problem solving. These problem solving ideas were tested and found to be the correct perception and best for preservation. Culture consists of a value that shapes beliefs and behaviour in the social meaning construction. Culture helps us understand the differences in identities formed within the

organisation and its members, their perception of the world, their customs and how they affect others (Peterson & Peal, 2016).

School culture involves the symbols inscribed on the walls, the school values, the informal conversations, the attitudes and fundamental beliefs. Offorma (2016) states that school leaders are the cultural engineers who implement the values and fundamental beliefs branded into the school environment. Aspects of school culture include the vision, mission, curriculum, discipline, instruction, extracurricular activities and assemblies. Regarding curriculum implementation, school culture fosters a spirit of effectiveness and productivity.

Teachers succeed in a culture that promotes productivity, performance and improvement (Dinsdale, 2017). School culture improves collegiality, community and problem solving, sharing ideas and new strategies of teaching within the school to enhance their teaching practices. A positive school culture builds trust, fosters a feeling of togetherness and creates commitment and inspiration (Dinsdale, 2017). The onus lies on school leadership and management to promote a positive school environment and culture to overcome the curriculum implementation challenges. This study investigated the nature of support in curriculum implementation in terms of school environment and culture.

2.4.2 The size of the institution, capacity and resources available

The institution's size affects the type of leadership support available; the bigger the school, the more resources are required to support staff and the tendency to increase bureaucratic controls that hamper instead of assist staff members in implementing the curriculum. The availability of resources and the capacity are factors that determine the kind of support that the school leadership and management can give. Mucavele (2008) notes that capacity is an essential condition for fostering and sustaining teachers' confidence in fulfilling the school's expectations. School leadership and management must also leave room for innovation so that classroom practices can improve. The

context where curriculum implementation takes place is equally important. The way in which a rural school will implement the CAPS curriculum is different from an urban school. Hence, the study also investigated the dynamics of curriculum implementation in urban schools.

2.4.3 *The characteristics of school leaders and the teaching staff*

Goolamally and Ahmad (2014) state that there are specific characteristics that school leaders should possess that differentiate them from their staff, one of which is being ambitious and taking full responsibility for the organisation. School leaders should be honest, possess integrity, be courageous, and confident in making decisions and influence others. School leaders are visionaries. They determine which systems are suitable for attaining organisational objectives and making the best organisational excellence decisions. School leaders have the knowledge and skills to manage the school (Goolamally & Ahmad, 2014).

A school principal could use various leadership styles, such as educational leadership, transformational leadership, transactional leadership or instructional leadership. However, the actual practice of these leadership styles requires a prowess from the principal. The principal must possess necessary qualities such as courage, risk-taking, problem-solving skills, resilience, decisiveness, trustworthiness, empathy and sympathy (Goolamally & Ahmad, 2014). Thus, the curriculum implementation process and its efficiency rest on the principal's traits and behaviour.

The principal cannot accomplish efficiency by him-/herself. Teachers and heads of departments play a significant role in developing efficient systems. Lumpkin *et al.* (2014:59) point out that teachers who share their specialised knowledge, expertise and experience with their colleagues help principals broaden and maintain school and classroom efficiency. School principals must also develop the leadership capabilities of teachers to serve as mentors, instructional coaches and facilitators in various ways so that the school achieves its set objectives. A teacher who possesses a positive attitude

can change the school environment and turn classrooms into learning laboratories where every student participates in the curriculum. Furthermore, they benefit from learner centred instructional strategies and conduct authentic assessments to show evidence of learning (Lumpkin *et al.*, 2014:59). This study explored the characteristics of school leaders and teaching staff.

2.4.4 Role and responsibilities of school leadership

The South African Employment of Educators Act of 1998 governs the role and responsibilities of school principals (Thurlow *et al.*, 2013). The act states that school principals are generally responsible for administration, human resources management and extracurricular and co-curricular programmes. The school principal must be committed to teaching. They must be able to interact with stakeholders and communicate responsibilities (Thurlow *et al.*, 2013). The school principal is also responsible for the financial management of the school. The SGB also assists in the financial responsibilities, including school level budgeting, managing devolved funding from the provincial departments, setting school fees and raising additional funds to support the school's budget (Dibete & Potokri, 2017). This study explored the roles and responsibilities of the school leadership during the curriculum implementation.

2.5 Intervention strategies

This section critically analyses the intervention strategies that the DoE has in place. It also outlines the type of communication required to support teachers.

2.5.1 Department of Education

The DoE noted in 2004 that there was a close gap in the training and development of school principals. Most principals were appointed to the position due to the number of years they had worked as teachers.

However, they lacked the necessary leadership and administrative skills to lead the schools successfully. In order to respond to the gap, the DoE created a package of measures linked to the South African Standard School Leadership, later reformed as South African Standard for Principals in March 2016. Its main objective consisted of addressing the leadership and management development discrepancies and principals' role and professional conduct and describing images and competencies required (Moloi, 2007).

In an attempt to improve the leadership skills of school principals, the DoE introduced the Advanced Certificate in Education (ACE) which was meant to bridge the gap of school principal qualifications (Christie *et al.*, 2011). It was meant to equip school principals with the necessary skills to adapt to change and make a difference. Its content covered critical aspects of leadership and management in schools, mentoring, networking and assignments.

The ACE was abandoned after receiving vehement criticism for its lack of clarity in terms of mentoring. It did not adequately define who could be a mentor, how a mentor was selected and how many people could be mentors (Christie *et al.*, 2011). In addition, the DoE did not provide adequate human resources like teachers to teach ACE in HEIs (Christie *et al.*, 2011). However, the research conducted by The Organisation for Economic Cooperation and Development (OECD) (2018) indicated that 52% of school leaders completed a course in school administration or had attended an instructional leadership training programme for principals before being appointed as school principals.

The DoE also has the policy to improve teachers' development and encourage the implementation of quality education in schools. The Integrated Quality Management System (IQMS), according to the DoE (2018), consists of Development Appraisal, Performance Measurement System and Whole School Evaluation. This policy is critical

as it is impossible to successfully implement a curriculum if the quality of education is poor and there are no efforts to improve the development of teachers.

Queen-Mary and Mtapuri (2014) describe IQMS as an outcome of an agreement that was concluded in 2003 by the Education Labour Relations Council. The aim was to unite three programmes, namely the Developmental Appraisal System (DAS), the Performance Measurement System and the Whole School Evaluation (WSE). According to the Development Appraisal System, educators assess other educators according to their capabilities, followed by the formulation of an individual development plan. The Performance Measurement System evaluated individual teachers to qualify for a higher grade and a higher salary or incentives and rewards. Finally, the Whole School Evaluation examined the effectiveness of the whole school concerning its core function of teaching and pedagogy. The IQMS is a policy designed to assist teachers in identifying their weaknesses to undergo personal development and improve the culture of education and learning at school (Segoe 2014). Segoe (2014) states that the IQMS' objectives were: to identify the needs of teachers, schools and districts; to provide support for continued growth; to promote accountability; to monitor the school's overall effectiveness and to evaluate teachers' performance.

Apart from that, the DoE provided support in the form of policy, CAPS documents, workbooks, the ANA tests, the coordination of professional development and general curriculum management (DoE, 2017). There is wide agreement among curriculum officials at the systemic level that support for teachers is not optimally provided by districts and schools. At both levels, two issues were identified by respondents as problematic. Firstly, there is a mismatch between expectations of how SAs and HODs should support teachers on one hand and secondly, the resources available for them to meet these expectations on the other. It is generally expected that SAs should visit schools and support teachers directly in their classroom; they themselves feel that this is where they are most effective and this view is corroborated by teachers. However,

this is a quite unrealistic expectation, given the large numbers of schools allocated to each subject advisor, sometimes as high as 200.

Similarly, HODs generally have full teaching loads, with little time available for working with teachers. Partly responsible for the weak instructional leadership exerted by HODs and SAs is the appointment of inappropriate candidates to these and other promotion posts. The view that nepotism, bribery and the buying and selling of posts are rife in the awarding of promotion posts is widespread among system level interviewees and supported by the recent Ministerial Task Team established to investigate 'jobs for cash' allegations (DBE, 2016c).

Some flaws existed in the IQM policy, such as teachers tended to focus on getting money to the detriment of their development. The training was not adequate, the period of learning was short and peer evaluation lacked credibility and capability. Teachers felt judged rather than viewing it as a personal development exercise (Segoe, 2014). Moreover, the evaluators were not considered experts in determining the performance of other teachers (Queen-Mary & Mtapuri 2014). As a result, teachers cheated by giving themselves higher marks (Queen- Mary & Mtapuri 2014). Segoe (2014) reported that most teachers were not conversant with IQMS documents' contents and could not identify their responsibilities outrightly.

Segoe (2014:728) also found that the IQMS' files for individual teachers were placed in the principals' offices and looked like "a window dressing to submit fabricated evidence to the district offices". Although the IQMS had its flaws, the IQMS and School Improvement Plan (SIPs) were meant to help school principals to measure staff performance. These aspects were designed to meet appropriate school leadership or management development programmes (Christie *et al.*, 2011). Christie *et al.* (2011:90) further state the requirements were not well coordinated.

2.5.2 Subject advisors

The DoE has a district curriculum support team responsible for curriculum management, development and support, including management of learning, inclusive education and professional development of the educator. This support team is the curriculum leadership. Subject advisors or specialists fall under this team. The role of the subject advisor is to facilitate curriculum delivery and provide feedback to school management on the curriculum used in the classroom (Mavuso, 2016). The subject advisor also provides guidance in policy formulation and the effectiveness of the policies implemented. They are curriculum experts who use their skills set in the development of schools according to the IQMS and Curriculum Assessment Policy Statement (CAPS) policies (Mavuso, 2016).

Curriculum leaders visit schools to assess if teachers are complying with the CAPS requirements. They monitor the effective way of supporting teaching and learning. The subject advisor supports teachers by conducting workshops that inform teachers about the improvements in teaching methods (Mavuso, 2016). They do one-on-one school visits, whereby the subject advisor visits individual teachers to assess the teaching methods used and identify any challenges. They also carry out cluster or group visits, whereby the subject advisor visits a group of teachers teaching the same subject. The subject advisor supports teachers with content, inspiring them and demonstrating the latest teaching methods (Mavuso, 2016).

Mavuso (2016:189) noted that there were shortcomings with the support given by the subject advisors. It is a top-down method of support, whereby the subject advisors consider themselves as experts and teachers as mere recipients of the information. Although subject advisors play a significant role in supporting school leadership and management, there are relationship problems that emanate from the leadership style of the school leaders and management (Mavuso, 2016).

2.5.3 Communication

According to Belle (2012), communication is transmitting information and meaning from one individual or group to another. Communication is a vast field. For this study, communication entails verbal, written and visual communication. Verbal communication includes official or non-official conversations such as small or large meetings and interpersonal conversations. Written communication includes memos, notes, messages sent via the phone, reports, letters and notices. Visual communication includes pictures, videos, diagrams, flowcharts, among others. Belle (2012) asserts that all these forms of communication contribute towards the effective management of staff within the school.

Belle (2012) further points out that a school leader must understand these forms of communication to influence, inspire, persuade, negotiate, bargain or provide relevant information. Good communication between the school leadership and staff must avoid ambiguity as it risks being misunderstood and misinterpreted. Since communication plays a pivotal role in supporting the successful implementation of the curriculum, there was an imminent need to examine the type of communication systems within the selected schools in this study.

2.6 Conclusion

In a nutshell, this chapter highlighted the theories of social change, instructional leadership and transformational leadership and the purpose they serve. These theories guided the study in understanding the nature of curriculum implementation and its management. The chapter examined past studies conducted in Ghana, France and South Africa. According to these studies, most school leaders in the three countries face problems regarding work overload and remuneration as well as lack of sufficient time to execute their duties and functions.

Most scholars indicated that there must be a pattern of continuous training and development of school leaders in their functions. The chapter described the factors that

affect curriculum implementation, namely the type of environment and school culture, the size of the institution, availability of resources, capacity and school leadership and teachers' characteristics. The chapter also outlined the current intervention strategies and their weaknesses.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed past studies conducted on the research topic. The chapter identified the theories that informed prominent leadership styles in schools in South Africa as well as common leadership challenges and opportunities.

In this chapter, the main focus is the research methodology and research tools used during the study. It gives reasons why the research methodology and research methods were selected and the purpose they served. The study explored the challenges and opportunities faced by school leadership in implementing the CAPS curriculum. The following research questions guided the research methodology:

- What is the nature and scope of school management and leadership support in the implementation of the CAPS curriculum?
- What factors influence school management and leadership support in the implementation of the CAPS curriculum?
- What current practical interventions respond to school leadership challenges in the implementation of the CAPS curriculum in schools?

3.2 Research methodology

According to Novikov and Novikov (2013), a methodology is the coordination of an activity. It entails arranging activities in a chronological order so that they form a system. During the process of arranging activities, one must define the features of that activity, determine the logical structure, describe the principles underpinning the activity as well as describe the temporal status that is the phases or stages of that activity (Novikov & Novikov, 2013). A research methodology follows the same order (Novikov & Novikov, 2013). A research methodology must describe the philosophy of the research, it must have a research design and it must describe the research techniques (Novikov & Novikov, 2013). Therefore, a research methodology provides the overarching laws and

principles of arranging a research activity. It enables the proper selection of an efficient research technique to address the research subject. The research methodology for this research is discussed next (Novikov & Novikov, 2013).

3.3 Research philosophy

There are three types of paradigms, namely positivism, interpretivism and pragmatism. Positivism refers to the approach of natural sciences to study a specific social ideology. It uses quantitative methods (Du Plooy-Cilliers *et al.*, 2014). Interpretivism states that knowledge and meaning rest upon human practices constructed through and outside of social interaction between human beings and their world. Interpretivist philosophies are developed and transmitted within a social context (Klenke, 2008).

Interpretivism is mainly influenced by hermeneutics, phenomenology and symbolic interaction. Hermeneutics deals with the theory and methods of interpreting human actions, phenomenology deals with the sense making process people use to develop meaning to events and the actions of other people, whilst symbolic interaction views symbols and values of the constructed reality (Du Plooy-Cilliers *et al.*, 2014).

Finally, the pragmatism paradigm views knowledge as a tool for organising experience and is deeply concerned with the union of theory and practice (Klenke, 2018:26). This study adopted an interpretivist perspective because its objectives were to understand the construction of the symbolic meaning of challenges that school leadership faces in supporting the implementation of the CAPS curriculum and to produce a descriptive analysis that emphasises a deep, interpretive knowledge of social phenomena such as leadership (Klenke, 2018:23).

Paradigms have underlying principles. Knowing and identifying principles that govern research paradigms helps the researcher to know how to structure the research and how to conduct the research (Du Plooy-Cilliers *et al.*, 2014). Novikov and Novikov (2013) state that there are for principles that underpin a philosophical research

discussion, namely ontology, epistemology, methodology and ethics. Du Plooy-Cilliers *et al.* (2014) identified an additional two principles, namely metatheory and axiology. Ontology refers to the nature of reality (Novikov & Novikov, 2013). According to Du Plooy-Cilliers *et al.* (2014), interpretivists ontological position in reality is a socially constructed and meaning of a certain event or situation which significantly varies because different people develop different meanings due to their experience and interactions with others (Du Plooy-Cilliers *et al.*, 2014).

Epistemology refers to the nature of knowledge (Novikov & Novikov, 2013). The epistemological view of interpretivists is that people's knowledge is based on common sense. Interpretivists view facts as something that is neutral. This means facts are socially constructed rather than objective (Du Plooy-Cilliers *et al.*, 2014). Ethics refers to the moral consideration researchers should have and the way in which participants are assumed as well as the way in which the research is made explicit (Novikov & Novikov, 2013).

Methodology refers to the way in which the research is conducted (Novikov & Novikov, 2013). Since interpretivists seek to reveal the social reality, they use qualitative methods to develop an understanding of different social realities (Du Plooy-Cilliers *et al.*, 2014). Metatheory refers to using theories to guide the direction of the research. Interpretivist theoretical guidelines rely on telling a story that is describing and interpreting the way in which people live in a certain context. For interpretivists, theories help to understand the experiences and lived realities of the research participants (Du Plooy-Cilliers *et al.*, 2014).

3.4 Research design

Creswell (2014) defines a research design as detailed plans and procedures for the research that span the steps from broad assumptions to information filled data collection methods, analysis and interpretation. Vogt *et al.* (2012:3) define a research design as the fundamental method of obtaining research evidence from surveys, interviews,

experiments, observation, whether they are participant or naturalistic, archival research or a combination of any of these methods. The scholars elaborate that a research design is essential because it fundamentally focusses on the design.

Maxwell (2013:2) elaborates that a good design consists of components that harmoniously work together and perform an efficient and successful function. There are several research designs such as descriptive designs, for example case studies, naturalistic observation and survey, correctional design, for example a case control study and observational study (Mishra & Alok,2013). Semi experimental designs for example a field experiment and quasi experiment, there is an experimental design for example an experiment with random assignment, review (Literature review, systematic review (Mishra & Alok,2013). Lastly, there is a meta-analysis design (Mishra & Alok, 2013). For the purposes of this study, a case study design was used.

3.4.1 Case study

A case study is a detailed investigation of a social phenomenon found within a real-world context (Du Plooy-Cilliers *et al.*, 2014). The main purpose of a case study is to explain, explore or describe events of a phenomenon as it occurs in its natural setting (Crowe *et al.*, 2011). The case study method is the preferred approach when focussing on the contemporary phenomenon within some real-life context (Yin, 2013), because it helps to understand and explain how casual connections and pathways are interconnected which may lead to the improvement or development of a new educational policy or the deployment of resources (Crowe *et al.*, 2011). The case study allows the researcher to delve deep into exploration and provides a thorough understanding of the lived experience of the participants (Du Plooy-Cilliers *et al.*, 2014). It answers the how, what and why questions (Crowe *et al.*, 2011), for example, in the present research, it assisted with the understanding of how school leaders support the CAPS curriculum implementations and brought insight into the challenges they face.

The case study method gives a meaningful characteristic of real-life events such as organisation and management processes (Yin, 2013). The strength of a case study lies in providing detailed evidence using a variety of tools such as documents, artifacts, interviews and observation. In addition, the case study method assisted the researcher in her epistemological position, that is to understand the research context, the meaning that research participants have about the CAPS curriculum implementation process and the process of implementing the CAPS curriculum. The disadvantage of the case study method is that it is difficult to explain, it presents unintended results and it is difficult to explain why other contexts have been neglected (Crowe *et al.*, 2011). During this research, the researcher studied two high schools in Pretoria. To minimise the effects as stated by Crowe *et al.* (2011), the researcher provides as much information about the participants and the settings as possible.

3.5 Research method

3.5.1 Qualitative method

Qualitative research refers to research using methods that qualify words and descriptions to record and investigate aspects of social reality (Bless *et al.*, 2013). The goals of a qualitative research method are to describe, explain and express a social phenomenon (Bismah *et al.*, 2018). A qualitative research method seeks to provide in-depth information about an individual's view, experience, thoughts and behaviour. With a qualitative research approach, the intention is to create a story of a person's or a group of people's views and experience through talking to them, observing their behavioural patterns and analysing how these experiences and behaviour are connected to the natural setting (Bismah *et al.*, 2018). Qualitative research explores the needs in a community. It also explains the views people hold about a certain situation or idea and it can be used to improve people's experiences in a certain sector (Bismah *et al.*, 2018).

Qualitative research uses data collection tools like interviews, focus groups, personal narratives, journals and documents (Bismah *et al.*, 2018). The data collection methods are meant to provide rich explanations about the lived experiences of people and to explain the social phenomenon (Bismah *et al.*, 2018). Qualitative research uses data analysis to interpret data and explain the events, experiences and people's views about it (Bismah *et al.*, 2018). The advantage of qualitative research over quantitative research is that people are studied in their natural settings to identify how social, economic, cultural and physical contexts influence their experience and behaviour (Hennik *et al.*, 20117).

Another advantage of qualitative research is it is process oriented, it helps to generate theories that explain a phenomenon, it focusses on the participant and it is iterative (Bismah *et al.*, 2018). The disadvantage of qualitative research is, whilst it can be replicated elsewhere, the data provided cannot be replicated precisely because of the influence of the natural setting where the participants derive their behavioural patterns and experience (Bismah *et al.*, 2018). In this study, what is pertinent, is to unearth challenges faced by school leaders in implementing the CAPS curriculum. Therefore, this study used qualitative research to understand and interpret the behavioural attributes of school leaders towards curriculum implementation by studying them in their natural environments and contexts.

3.6 Population and site selection

Site refers to the fieldwork where the data was obtained and thus, it provides possible answers to the research questions (Saldana & Omasta, 2018). Two high schools in Pretoria, Gauteng province, were selected as sites to conduct the research because the researcher was able to access participants from the schools and these schools had a higher student-to-teacher ratio compared to other schools. Population refers to the group of people, things or events the research results apply to (Bless *et al.*, 2013). The

population in this study consisted of school leaders, subject advisors and teachers in the selected schools.

3.7 Sample and sampling techniques

Since it was a case study research, selecting the participants who would form part of the study was essential. The participants, consisting of teachers, department heads, deputy principals and principals were males and females between the ages of 25-59 who worked at the selected high schools. Participants consisted of two subject advisors, two principals, two heads of departments (commerce and other departments) and twelve educators from each school. Hence, the sample size was made up of 24 participants.

According to Saldana and Omasta (2018), participant selection is not just about randomly choosing the amount of participants; instead, it is also the careful selection of participants who have representative qualities, since these participants will form part of the research (Lopez & Whitehead, 2012). In this research, the principals, deputy principals and subject advisor heads of departments represented the school leaders who oversee curriculum implementation. The teachers were responsible for implementing the curriculum. The researcher selected the sample based on available resources and participant accessibility.

In qualitative research, there are non-probability and probability sampling methods that are used to select participants. In this research, non-probability methods were applied. Under non-probability sampling, there are four types of sampling, namely convenience, purposive, snowball and theoretical sampling. Convenience sampling is a sampling technique that selects participants who are opportunistically available (in terms of location, time, willingness and access) to the researcher (Lopez & Whitehead, 2012). Snowball sampling refers to a procedure where the researcher gathers information from participants who connect them to other participants (Lopez & Whitehead, 2012).

Theoretical sampling gathers information from participants for the purpose of developing a theory (Lopez & Whitehead, 2012).

The researcher used purposive sampling to select the participants. Purposive sampling is a procedure in which elements are chosen because they fit the purpose of the study and specific inclusion and exclusion criteria (Hennink *et al.*, 2014). According to Bless *et al.* (2013), purposive sampling requires the researcher to choose a sample based on their extensive knowledge of the research subject. Also, since purposive sampling is highly subjective, the researcher must be an expert who knows the population under study very well. In this investigation, the researcher used purposive sampling because she is a teacher and the participants were selected on the basis that they were critical informants on the research subject.

Under purposive sampling, there are two types of sampling, namely quota and maximum variation sampling. Quota sampling requires the researcher to select the number of participants and their characteristics (Lopez & Whitehead, 2012). Maximum variation sampling entails ensuring that the full range of characteristics and phenomena is represented in the sample (Lopez & Whitehead, 2012). This research used quota purposive sampling because the study needed participants who had experience in using the CAPS curriculum and it needed participants who knew how to support the implementation of the CAPS curriculum.

The inclusion criteria are specific representative characteristics that participants must have and exclusion criteria refer to characteristics that are inappropriate for inclusion in the research. In this research, the inclusion criteria were the participants who were teachers and who were 24 years of age, they had to have at least two years teaching experience, at least a college qualification, they had to know and understand the CAPS curriculum, had to have access to internet and had to have a computer or laptop. Participants were excluded from the research if they had no teaching experience, if they had teaching experience under two years, had no college qualification, had no access

to internet, did not have a computer or laptop and if they were under the age of 24 years.

For participants who were school leaders, the inclusion criteria were: they were above 30 years of age, holding an HOD, were in a deputy principal or principal position, had teaching experience and more than two years managing experience, had at least a college qualification and knowledge about supporting CAPS curriculum, had access to internet and had a computer or laptop. Participants were excluded from the research if they were under 30 years of age and did not hold a HOD, subject advisor, deputy principal or school principal position and did not have more than two years managing experience, did not have access to internet and did not have a computer or laptop.

3.8 Data collection instruments

3.8.1 Email interviews

The data collection tool used was an in-depth email interview. According to Du Plooy-Cilliers *et al.* (2014:188), in-depth interviews are qualitative data collection methods that allow the researcher to pose questions to interviewees to gather views, opinions and beliefs about the researched phenomenon. The in-depth interview involves the interviewer and the interviewee. The interviewer tried to pick ideas from the interviewee's world to understand them using a natural and familiar language (Klenke *et al.*, 2018:127). There are three types of interviews: structured, semi-structured and unstructured interviews. This research made use of semi-structured interviews to identify important relationships and links in this investigation. Semi-structured interviews are interviews in which the interviewer starts by asking closed-ended questions followed by open ended questions for clarification or to gather more details (Nelson & Allred, 2015:222).

Semi-structured interviews use an interview guide. In the interview guide, closed-ended questions provide biographical information and open-ended questions relate to

fundamental issues to the research questions. This type of questioning and discussion allows a certain degree of flexibility (Klenke *et al.*, 2018:127). In addition, semi-structured interviews allow the researcher to rephrase the questions with some degree of flexibility (Klenke *et al.*, 2018:127). There are various methods of conducting interviews. These include face-to-face physical interviews, telephonic interviews, email interviews and online video conferencing interviews. This investigation used semi-structured email interviews.

Murray and Sixsmith (2015) define an email as an electronic channel for sending messages from one person to another person or a group of people. According to Murray and Sixsmith (2015), email interviews compensate for geographical, physical and financial barriers that hinder face-to-face interviews. In addition, they help divulge sensitive information (Murray & Sixsmith, 2015). The researcher planned to conduct face-to-face interviews with participants, but was disrupted by the Covid-19 pandemic and the lockdown restrictions made it difficult to have face-to-face interviews; therefore, the researcher used email interviews. When planning an email interview, Fritz and Vandermause (2017) state that researchers should consider timing, communication means of the participant and ways how to maintain trustworthiness, credibility and rigor. The researcher approached participants who had access to a computer or laptop, who had internet access and an email account.

The researcher sent 24 emails and only 18 participants responded. The researcher sent an initial email that contained the informed consent and explained the interview process and asked the participants to respond to the email as a way of consent. Thereafter, the researcher sent another email to participants who responded. This email contained structured interview questions. These questions were sent in series. The questions allowed a certain degree of flexibility and responsiveness. Fritz and Vandermause (2017) state that flexibility and responsiveness are necessary in conducting email interviews to accommodate natural variations to the rhythm and flow of the conversation

and increase rigor. The researcher sent another email with follow-up probing questions to the participants via email as the participant responds.

Email interviews were advantageous in this study because they enhanced confidentiality. In addition, email interviews have minor financial implications, unlike other data collection instruments (Hawkins, 2018). Also, participants can respond at their own time and be at ease in their physical environments, thus removing bias caused by external pressures (Hawkins, 2018). Hawkins (2018) further points out that email interviews save money by reducing costs associated with time and transcribing.

The disadvantage was that emailing interviews were time-consuming and only appealed to participants with access to emails (Hawkins, 2018). In addition, email interviews had time restrictions as lengthy interview questions tend to discourage participation and shorter interview questions hinder the data collection process (Hawkins, 2018). The researcher was not physically present to explain the questions.

Hawkins (2018) points out that the researcher may miss specific cues that the participant may display on their face that contribute to the in-depth understanding of the participant's experience, such as hesitation, silence, tone and other facial cues. To mitigate some of the weaknesses of this instrument, the researcher only approached participants with access to emails and internet connection. Respondents had three weeks to respond to emails. During the process of preparing the transcripts, The researcher copied and pasted the interview and the email interview responses on a MS Word document, arranged the responses in a chronological order and printed and kept hard copies. The researcher received data from 18 participants, which meant the response rate was 90%.

3.8.2 *Online focus group discussions*

The research was conducted during the peak of the Covid-19 pandemic, at a time when lockdown restrictions were introduced and enforced. The researcher used online focus

group discussions to obtain research data. According to Hennink (2014), focus group discussions are predefined interactive conversations among people. A focus group comprises eight to ten people, depending on the purpose of the group interaction (Hennink, 2014). The purpose of a focus group discussion is to highlight a wide range of views on a research subject and understand an issue or issues. According to Morgan and Lobe (2015), online focus group discussions are computer mediated discussions conducted online in which two or more people interact via the internet and computer using web based platforms like Zoom or MS Teams. The online focus group's purpose is to bring together participants who are geographically dispersed (Moore *et al.*, 2015). In this study, The researcher made use of Zoom.

The researcher conducted two online focus group discussions. Participants who had the time, had access to the internet and had a computer or laptop formed part of the online focus group discussions. The first group consisted of 12 participants and the second group consisted of six participants. These participants furnished the data via video conferencing. The advantage of conducting an online focus group discussion is that it reduces costs associated with finding a physical location where all research participants can meet (Moore *et al.*, 2015).

The disadvantage is that participants must have the technological gadgets to download the software for the focus group discussion (Morgan & Lobe, 2015). The focus group discussions conducted in this research followed a discussion guide. The discussions were conducted via Zoom and they lasted for 30 minutes. The researcher used Zoom audio recording to record the conversation. The conversations were later transcribed to text. The researcher was the moderator. During the investigation, the researcher encountered problems regarding connectivity with participants. Some participants lost connectivity during the discussions. The researcher opened a WhatsApp group so that participants who had lost connectivity could post their opinions on the app.

3.9 Data presentation and analysis

Data analysis creates the conceptual meaning of the data set as a whole, using specific analytical strategies to convert raw data into logical descriptions and explanations of the phenomenon under study (Altinay & Paraskevas, 2018:168). The data collected was analysed using content analysis. Content analysis involves the meticulous analysis of content to provide a deeper understanding (Bless *et al.*, 2013:352). The approach is beneficial in examining narrative texts such as diaries, journals, books, brochures, written documents, transcripts, news reports and visual images that have spoken words (Du Plooy-Cilliers *et al.*, 2014).

The researcher followed the following five steps (Du Plooy-Cilliers *et al.*, 2014:235):

- The data was prepared through transcription and sorted according to themes and descriptions.
- A test assessed the effectiveness of the data collection method using a sample of the text.
- Coding outlined and helped in the examination of data.
- The researcher examined the code consistency.
- The data were interpreted through coding.

The findings on gathered data from email interviews and online focus group discussions are reported in Chapter 4.

The researcher organised the data into manageable chunks so that analysis would be more the. Data from online focus groups was used to form notes and short narratives. The analysis technique used by the researcher grouped data into general and specific texts. The researcher organised, sorted and examined transcribed descriptions from generic to particular texts accordingly. The researcher used an open coding system to identify meaningful relationships and links.

According to Altinay and Paraskevas (2018:171), open coding is the process of “breaking down, examining, comparing, conceptualizing and categorizing data or simply selecting and naming categories for data”. A coding structure provides indicators. In this study, code, themes and thick descriptions were sample tested to evaluate consistency. The researcher used a highlighter to colour code labels to keep track of prominent and consistent names, words, dates, events, descriptions and people present.

The researcher familiarised herself with the data by re-reading the documents collected from the online focus group discussions and email interview transcripts several times to locate concepts and create links between the information. Throughout the process, the researcher used AtlasTi, a computer software programme.

3.10 Trustworthiness

According to Klenke (2018:38), “Trustworthiness is the authenticity of the qualitative research.” The researcher ensured that the research was credible, transferable, dependable and confirmed in this study. Du Plooy-Cilliers *et al.* (2014) define credibility as a concept of internal validity. It seeks to convince that the results reflect the truth of what is accurate under the investigation. To ensure that the study was credible, the researcher accurately recorded information given by the participants. In addition, the researcher used triangulation. Triangulation refers to using more than one research method, such as email interviews and online focus group discussions, to collect data.

The researcher took time to outline the strategies used to obtain data and analyse it carefully. The researcher used a thick description of the research context. She used good verbatim quotations during interpretation and she also used respondent validation. Respondent validation is a process whereby the researcher presents the study results to the people who participated in the research and asks for feedback (Bless *et al.*, 2013) Transferability refers to the extent to which findings replicate similar conditions (Du Plooy-Cilliers *et al.*, 2014). The researcher is aware that the education field is vast and

ever-changing. There is a possibility that future researchers will review the work and find the results were consistent.

3.11 Ethical considerations

Du Plooy-Cilliers *et al.*, (2014:262) state that ethics provide the guidelines of what is acceptable and unacceptable behaviour. It refers to the methods, procedures or perspectives that inform conduct and analysis of complex issues. Wiles (2013) expresses that ethics addresses questions that deal with morality. Morality is what is considered good in contrast to those things that are considered bad (Wiles, 2013). This research applied the required criteria and gained the trust of the participants by assuring them of confidentiality, right not to harm and voluntary participation. An ethical letter was obtained from the Ethics Committee of the North-West University and a consent letter was obtained from the Gauteng Province DoE permitting the researcher to carry out the research in the selected schools.

The researcher also obtained permission from the school principal and SGB to carry out research in their schools. Lastly, the researcher obtained permission from the participants using a consent letter. This was done prior to sending the email interviews and conducting online focus group discussions. The letters that were sent to organisations such as the Ethics Committee, the DoE and the school, requesting permission for the research to be conducted, indicated the purpose of the research, the data collection instruments, storage of information and the characteristics of participants. The consent letter sent to participants included the purpose of the research, the process of conducting interviews and focus groups, the rights as participants and how confidentiality would be maintained. It also contained the request for permission to use a recording device.

3.11.1 Right to confidentiality

Anonymity cannot be guaranteed due to the nature of the data collection method used; however, confidentiality would be maintained. Confidentiality refers to the non-disclosure of specific information like the research participants' identities and detailed research responses (Du Plooy-Cilliers *et al.*, 2014:262). The researcher assured the participants of confidentiality in a written format that formed part of the consent letter. The participants' names and designations in the school organisation were removed during analysis and replaced by codes.

3.11.2 Right not to harm and voluntarily participation

According to Taylor *et al.* (2006), the right to do no harm means protecting the participant from physical, emotional, psychological, social and financial injury and exploitation. The participants were not manipulated to participate in the study and they were assured that they could withdraw from the interviews if they did not want to continue. The researcher made sure that the language used in the interviews was non-discriminatory and not judgmental.

3.11.3 Reporting and analysis

The researcher used sufficient verbatim quotations from the original source of the information to show that the information would be interpreted. The researcher used respondent validation. Respondent validation is a process whereby the researcher presents the results of the investigation to the people who participated in the research and asks feedback (Bless *et al.*, 2013). The researcher was aware of the consequences of not following these ethical considerations as this might have compromised the research.

3.11.4 The role of the researcher

This researcher tried to remain neutral by freeing herself from personal bias or motivations that hampered accurate findings. She had the responsibility of enhancing the current knowledge base through her research. Therefore, she documented her findings as accurately and transparently as possible. The researcher understood that she had to conduct herself professionally towards participants, by adhering to the ethical considerations and behaving honestly without deceiving, defrauding, discriminating or misrepresenting information to the participants.

3.12 Shortcomings and errors

According to Bless *et al.* (2013:357), classification errors occur when the collected data is wrongly classified. Constant mistakes are systematically repeated throughout the entire research and some seldomly occur (Bless *et al.*, 2013:357). The construction of an email interview questions and online focus group discussions protocol was partially flawed. Some of the errors were found in the categorisation of data obtained from the email interview guide. To mitigate these errors, the researcher conferred with other researchers and conducted a pilot study. The researcher tried to avoid constant mistakes by re-reading the information gathered from data collection tools.

3.13 Conclusion

This chapter focussed on outlining the data collection and research methods used in the process. Although the investigation took an interpretivism stance, it adopted qualitative methods for selecting this type of research method. The researcher discussed the data collection methods, their strengths and weaknesses. A pilot study eliminated any potential data collection problems. Content analysis was used to analyse data. The researcher also discussed adherence to trustworthiness standards and minimisation of errors.

CHAPTER 4: INTERPRETATION AND DISCUSSION

4.1 Introduction

In the previous chapter, the researcher explained the research methods and data collection methods. This chapter presents the research findings. The previous chapter briefly described how the research data was compiled, analysed and interpreted. This chapter describes the response rate, demographic information and school profiles. The chapter highlights significant themes and their subcategories.

4.2 Data interpretation process

Eighteen participants participated in the study. The study used email interviews and Zoom online focus group discussions to collect data. Data collection took three weeks. The participants were school principals, deputy school principals, heads of departments, subject advisors and teachers. The purpose of collecting data using email interviews and Zoom online focus group discussions was to gain an in-depth understanding of the role of school leadership in supporting the CAPS curriculum. The study used content analysis to analyse data. The researcher also used patterns matching to group data. To derive research findings, the researcher converted research questions into themes. Table 4.1 shows the research themes that were developed.

Table 4. 1: Conversion of research questions and generated themes

Research questions	Research themes
<ul style="list-style-type: none">• What are the nature and scope of school leadership in implementing the CAPS curriculum?	Nature and scope of school leadership in the implementation of CAPS curriculum.
<ul style="list-style-type: none">• What factors influence the management and leadership support of the implementation of the CAPS	Factors that influence school leadership support in the implementation of CAPS curriculum.

curriculum?	
<ul style="list-style-type: none"> What practical interventions were used to respond to the school leadership challenges in implementing the CAPS curriculum in schools? 	Practical interventions used in the implementation of the CAPS curriculum in schools.

As mentioned in Chapter 3, under the ethical consideration section (see section 3.10), the researcher maintained the principles of confidentiality and anonymity during the interpretation of the collected data by assigning codes to participants. The two schools were given code A and B. The teachers were given code T, head of departments were given code HOD, subject advisors were given code SA, deputy principals were given code DP and principals were given code P. Numbers 1, 2 and 3 were given after the code to represent the participants' responses. The following table presents a summary of the codes given to teachers, heads of departments, subject advisors, deputy principals and principals.

Table 4. 2: Codes and their meaning

Code	Meaning
TA	Teacher from school A
TB	Teacher form school B
HODA	Head of department from school A
HODB	Head of department from school B
SA	Subject advisor
DPA	Deputy Principal from school A
DPB	Deputy Principal from school B
PA	School Principal from school A
PB	School Principal from school B
1, 2,3,	Numbers allocated to participants after they

were given pseudo names (codes) according to their responses from example TA1, TB1, TA2, TB2 and so on
--

4.3 The sampled schools' profile

The researcher sampled two public schools from Mamelodi in Pretoria. As an ethical requirement, the researcher requested permission from the Gauteng Department of Education (GdoE), the SGB and participants. The schools are situated in low-income earning areas. There were no specific criteria for selecting the two schools since the primary focus of the research was to unearth the present role of school leadership and management in supporting curriculum implementation. These schools were within the proximity of the researcher and it was easy to access participants.

4.4 Biographical information

4.3.1 Gender

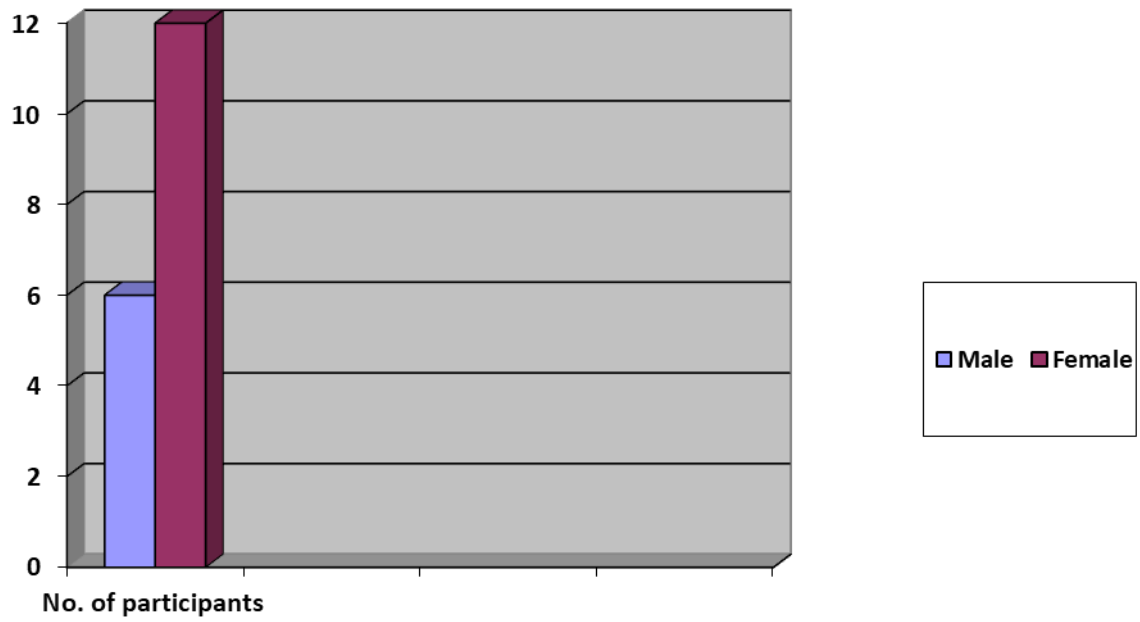


Figure 4. 1: Gender

As illustrated by Figure 4.1, the study revealed that 12 participants were female and six were male. The gender distribution shows that more females participated in the study than males. On the other hand, out of the six male participants, four occupied school leadership and management positions and two were teachers. Thus, this shows that there are more males occupying school leadership positions than females. The assumption is that male participants had more information about school leadership support for CAPS curriculum implementation.

4.3.2 Age

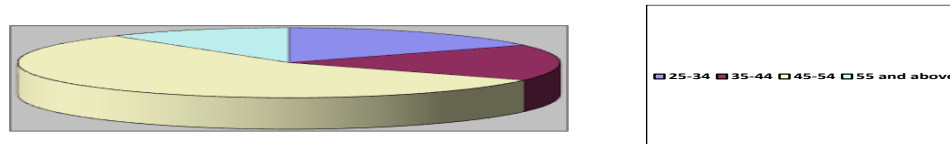


Figure 4. 2: Age

The pie in Figure 4.2. shows the age distribution of the people who participated in the study. Most of the participants were aged between 45 to 54, while a few participants were aged between 25 to 44 years. The age distribution revealed important factors about participants' experience with the CAPS curriculum and how they understood school leadership roles. These important factors are the level of understanding and practical implementation of CAPS requirements depending on the length of teaching experience and exposure to learners and the school environment. Participants aged 45 and above showed more maturity and they had extensive knowledge regarding implementing the CAPS curriculum.

4.3.3 Educational and Employment Status

Table 4. 3: Educational qualifications

No of participants	Educational qualification
1	College qualification
17	University qualification
-	Other qualification

Table 4.3 shows that most of the participants had a university qualification; only one participant had a college qualification. Educational qualifications indicated whether participants were qualified for their positions. The type of educational qualification a participant held revealed the depth of understanding of the CAPS curriculum.

4.5 Discussion and interpretation of findings

4.5.1 Nature and scope of school leadership in the implementation of the CAPS curriculum

This section categorises the nature and scope of school leadership in curriculum implementation into school leadership and management's, subject adviser's and teachers' responsibilities. The section also establishes a connection between responsibilities and curriculum implementation. Figure 4.3 summarises the responsibilities of the school leaders and managers, teachers and subject advisers.

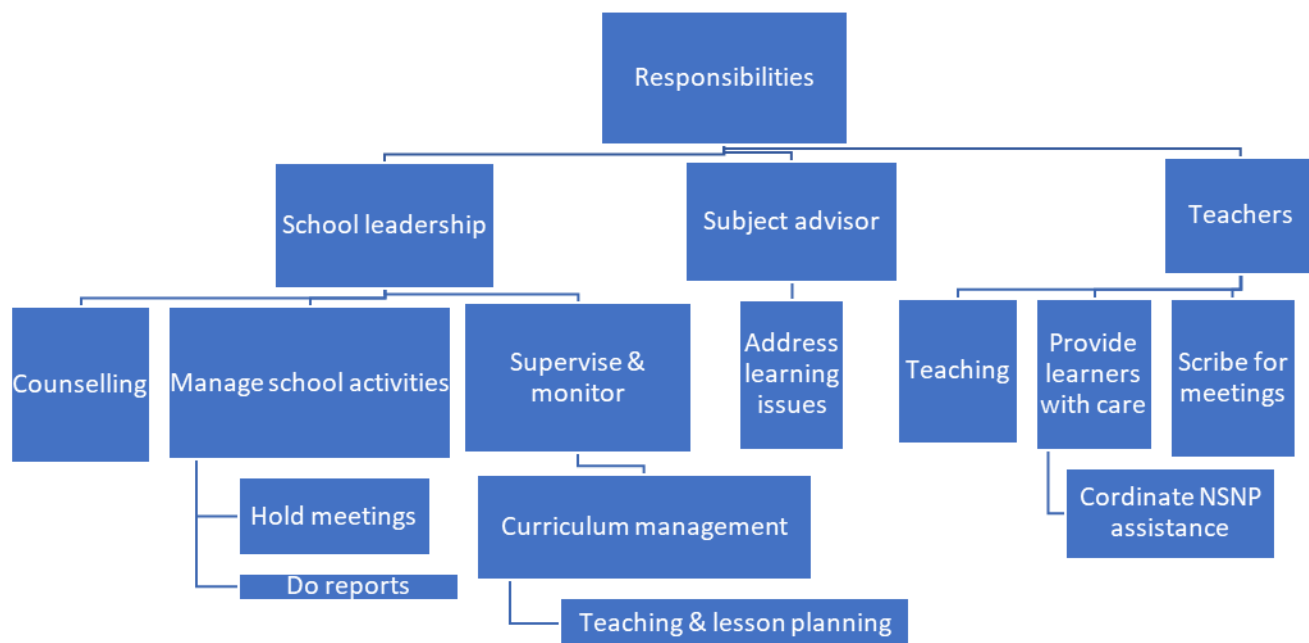


Figure 4. 3: Responsibilities

All participants from the focus group discussions and interviews reported that they had responsibilities. At least 12 participants said that they had school leadership responsibilities. In addition, ten participants said that they had teaching responsibilities. One participant carried out subject advisor responsibilities and activities relating to CAPS curriculum implementation - this participant carried out external support functions in the implementation of CAPS in schools.

4.4.1.1 School leadership responsibilities

The participants stated that school leadership responsibilities included curriculum management, counselling, doing reports, conducting meetings, teaching and lesson planning, managing school activities, supervision and monitoring educators.

Table 4. 4: School leadership responsibilities

Description of responsibility	Frequency
Counselling	1
Doing reports	1
Teaching and lesson planning	7
Management of school activities	3
Curriculum management	3
Supervision and monitoring of educators.	8
Conducting meetings	1

Table 4.3 shows that most participants viewed supervision and monitoring of educators as the most critical responsibility, followed by teaching and lesson planning. The data indicates that curriculum management and school activities management were considered responsibilities and not priorities. Report writing and counselling were reported as minor responsibilities. Hence, the school leadership was actively involved in the supervision and monitoring of educators compared to the other obligations.

In terms of the scope of school leadership, the research findings show that school leadership and management viewed curriculum management and its application as a secondary priority, among others. Their primary responsibilities were to supervise and monitor educators. One of the participants in the focus group stated, “*More time is spent on management than teaching*” (PA).

According to another participant, when it comes to “*Work schedule vs curriculum matters in most cases the curriculum tends to be disturbed, challenges by other activities may arise, such as attending to urgent meetings, etc. solving emergency problems*” (DPB). These findings are a sharp contrast to what was discussed in the literature review (refer to section 2.7). the South Africa Employment of Educators Act of 1998 states that school leaders’, like school principals’ scope includes administration, human resources management, managing extracurricular and co-curricular programmes, commitment to teaching, interaction with stakeholders, financial management of the school and delegation of responsibilities (Thurlow *et al.*, 2013).

In addition, the DoE (2021) states that there are eight interrelated areas which constitute the central purpose of school leaders, especially principals. These are:

- Leading the school's teaching and learning and determining the school's direction and progress.
- Controlling quality and ensuring responsibility.
- Self-development and empowerment of oneself and others.
- Managing the school like a business.
- Collaboration with and for the community.
- Managing the school's human resources (staff).
- Managing and promoting extracurricular activities.

The principal's leadership and management of the school are infused with essential social, educational and professional principles, which are reflected in how they handle all curricular and human resource issues (DoE, 2021). These values determine the type and direction of leadership and management in the school and they explain the basic purpose of principalship, together with knowledge and abilities (DoE, 2021).

Reviewed past studies reveal that school leaders and managers mainly focus on supervision and monitoring teachers’ work. Bush and Glover (2016) argue that the central role of school leadership is to ensure that resources are allocated efficiently,

carrying out evaluations and ensuring that the school is a safe environment for learners. Bush and Glover (2016) further point out that these processes are essential to ensure that the best teaching and learning processes occur. However, in their studies in South Africa, Bush and Glover (2016) found that the scope of school leadership and management in curriculum management remains underdeveloped (refer to the paragraph in Chapter 2).

Naidoo (2019) contends that, while school leadership responsibilities involve administrative tasks, community and parent-teacher relations, they are also responsible for resolving student-teacher conflict, cultural accountability and nurturing of teachers and leaders. Hence their little time to delve into curriculum matters. Naidoo (2019) further argues that, in the 21st century, school leadership has no choice but to perform these tasks simultaneously.

4.4.1.2 Teachers' responsibilities

The participants stated that teachers' responsibilities involve caring for learners, curriculum management, NSNP assistant coordinator, scribe for meetings and teaching.

Table 4. 5: Teacher responsibilities

Description of responsibility	Frequency
Curriculum management	6
NSNP assistant coordinator	1
Scribe for meetings	1
Teaching	9
Caring for learners	1

Table 4.4 shows that most participants viewed teaching as the most critical responsibility because teachers want to give a strong educational foundation to learners. Curriculum management is the second most important responsibility. After that, duties like caring for learners, carrying out scribe duties during meetings and

coordinating feeding schemes have the least priority. This means that most participants were actively involved in teaching compared to other responsibilities such as curriculum management and leadership which form core duties. However, it is essential to note that the experience of challenges in implementing curriculum leadership might have resulted from paying little attention in this regard. In contrast to the findings, Govender (2018) states that the primary responsibilities of South African teachers include planning, teaching and conducting assessments.

4.4.1.3 Subject advisors' responsibilities

Participants stated that the responsibility of subject advisors is to address learner issues. However, Chigona (2017) argues that subject advisors' responsibilities go beyond addressing learning issues; subject advisors' tasks support the application of the curriculum and improve teaching and learning processes and conditions. Nkambule and Amesterdam (2018) further point out that subject advisors are also responsible for conducting training workshops for teachers.

4.4.1.4 Relationship between work responsibilities and curriculum implementation

The research found a relationship between the responsibilities of school leadership, management, teachers and the nature and scope of curriculum application. The study found that school leadership curriculum implementation was merely limited to allocation and monitoring time frames, providing support, providing quality education, providing supervision and monitoring the application of the curriculum. As reported by one participant (HODB), their function is:

“Supporting educators through class observations and monitoring, planning through teachers in departments, supporting learners through teaching and conducting meetings” (HODB).

Past studies (refer to section 2.5.4 in the literature review chapter) also revealed that school leaders were preoccupied with administration tasks, providing personal support and evaluation at the expense of pedagogical tasks. Furthermore, section 2.7. under the literature view chapter indicated that school principals were generally responsible for the coordination of extracurricular and co-curricular programmes, developing commitment to teaching and delating responsibilities. Hence, school leaders' participation in curriculum related activities was limited by their tasks and responsibilities.

Miller (2018:166) also justifies the research findings by stating that the nature of school leadership is restricted to creating an optimal school culture by “prioritizing, teaching, learning, simplifying operations and processes”. Miller (2018:166) adds that “the role of leaders also includes acquiring and providing resources, building relationships within and outside school, working collaboratively and articulating a clear vision and acting with the highest level of integrity”. Given this information, it is evident that the nature and scope of school leadership and management in curriculum implementation were restricted by maintaining the school's overall direction.

4.5.2 Factors influencing school leadership support in the implementation of CAPS curriculum

This section presents the findings regarding factors that influence school leadership support for curriculum implementation. The themes were divided into school leadership factors, barriers and challenges for effective curriculum implementation. This section also highlights the benefits of using the CAPS curriculum.

4.5.2.1 School leadership factors

At least 13 participants reported that the following factors promoted effective curriculum implementation: key factors: supportive environment; content knowledge; teamwork and good school management and other factors: availability of human resources; skills, teacher commitment; communication; district support; good learner behaviour; planning,

resources like infrastructure; student readiness; time management; training and good working conditions. One participant reported (PB) that:

“Leaders must know their employees, Leader’s must-have skills and knowledge such as interpersonal and communication skills” (PB).

However, it is essential to note that some of these factors are not readily available. One participant added;

“On a serious note, they (school leaders) are disturbing and hindering teachers from achieving the desired results” (TB3).

It’s worth noting that similar factors are needed to promote practical curriculum application. These factors include a supportive environment, pedagogical content knowledge, teamwork and good school management, availability of human resources, skills, teacher commitment, communication, district support, good learner behaviour, planning, resources like infrastructure, student readiness, time management, training and good working conditions. One participant from the email interviews stated that the factors of effective curriculum implementation were

“Time preparation, lesson preparation, good conduct and communication” (SA).

The research findings reveal that school leaders’ capabilities to acquire resources and foster a conducive environment for quality learning significantly contributed to curriculum implementation support. Apart from this, teachers’ attitudes regarding training, commitment, planning, time management, pedagogical content knowledge and teamwork also played a role in creating supportive conditions for curriculum implementation. One of the focus group participants reported:

“The work of teachers is monitored regularly to ensure they are on track and on time with assessments and syllabuses; teachers cooperate well when

their work is assessed often. There are no lazy teachers and uncooperative learners. Leaders need to constantly remind the teachers and learners of their roles and responsibility through motivation. As a result, teachers have less administrative work to do and can focus on spending more time with the learners as they address their topics of weakness and enhance their understanding” (DPA).

In addition, students' attitudes also contribute to creating a supportive condition for curriculum implementation through their readiness to learn and good behaviour. Moreover, district support is also required.

These findings substantiate what was found in the literature review. The literature review revealed that factors such as environment, culture, size of the institution, availability of resources, capacity and personal characteristics of school leaders and teaching staff influenced the degree of support given regarding curriculum implementation. Fu and Sibert (2017) also confirmed these findings in their studies. Fu and Sibert (2017) found that teachers' planning time, compatible working hours with their colleagues, community support, school support, teachers' knowledge and skills of implementing ICT fairly influenced the application of the curriculum.

4.5.2.2 Challenges and barriers to effective curriculum implementation

In this study, 18 participants stated that school leadership and management and teachers faced challenges in implementing the curriculum. Only two participants said they did not see any obstacles. It is worth noting that the challenges that affected school leadership were almost like those experienced by teachers. The participants stated that school leaders faced challenges such as inaccurate curriculum implementation, lack of resources such as Information and Communication Technology (ICT) and insubordination from educators.

The educators indicated that they faced challenges such as demotivation, tardiness of both educators and learners, lack of commitment because of lack of district support, language barriers, lack of textbooks, overcrowded classes, lack of teachers due to the Covid-19 pandemic and lack of infrastructure. One participant said during the school leadership focus group discussions:

“The CAPS document is not understood properly by most educators. Lesson preparation is not in line with CAPS. The structure of assessments also is not in line with CAPS. Most educators are still using old methods of teaching, which are not learner-centred. Time allocation in some of the subjects is not equitably distributed per cycle. Portfolio arrangement and record-keeping is also a challenge to educators. Parents’ lack of knowledge about what CAPS is, is also a problem as such they are not assisting learners. The CAPS documents are not enough to give to all educators, sometimes there are no subject advisors in some subjects to support educators in the implementation of CAPS, and there is too much demotivation because of lack of support” (HODA).

Another participant reported:

“My greatest challenge is time to complete the various topics... depth of coverage, discipline/attitude of learners and level of performance of the learners” (TA6).

Another participant said:

“No internet for learners and teachers. Some learners can’t afford cell phones” (TB4).

Others said:

“Overcrowding classes especially in Grade 12 and 11. Language barriers (medium of instruction as being English and in Geography)” (TA3) and “Lack of educational resources, lack of educators and district intervention is very limited” (TA8).

From the study, it is evident that the participants experienced negative feelings regarding the challenges they faced. All 18 participants described their feelings about the challenges they faced. Most of them said that they felt overwhelmed because they were not coping with their workload. The participants also felt demotivated, discouraged, apathy, unhappiness, disturbed, guilty and annoyed. One participant reported:

“It’s disturbing because you cannot reach the lesson outcomes due to learners not having textbooks and materials” (TB 3)

Another said:

“I am not happy as progress regarding the provision of resources is slow” (TA2).

Some participants reported that the feelings could change if the challenges were addressed at a national level.

The fact that most of the participants felt *“overwhelmed”* shows that the CAPS curriculum is challenging to implement under the present circumstances. The participants’ description of negative feelings such as demotivated, discouraged, apathetic, unhappy, disturbed, guilty and annoyed is a clear indication of the difficulties faced by school leadership, management and teachers.

The literature reviewed disclosed that school principals and their management teams face internal and external challenges such as assisting struggling parents, dealing with high HIV infections among learners, violence and substance abuse among students

(Moloi, 2007; Van Wyk, 2020) (refer to section 2.5.1 in the literature review chapter). Among other challenges were: learners who fail to complete homework and school tasks or tests; bad student eating habits (buying cheap food) and communication challenges due to language barriers between teachers and their learners (Moloi, 2007; Van Wyk, 2020) (refer to section 2.5.1 in the literature review chapter).

Challenges related to lack of resources were shortages of instructional material, lack of teaching staff, lack of relevant textbooks, under-resourced libraries, inadequate classrooms and facilities, demotivated teachers, loss of competent staff, poor teaching and learning strategies and lack of discipline. Finally, the external challenges included complying with educational regulations and local community expectations.

At least 17 participants stated that the barriers to effective curriculum implementation were: lack of adequate human resources; lack of commitment; lack of finances; lack of resources such as infrastructure and ICTs; lack of support from the department and school management and leadership; educators and learners absenteeism; learning problems; lesson difficulties; limited content knowledge; lack of teamwork among educators and school leaders; overcrowded classrooms; poor communication among educators; poor school management; poor planning and poor time management. One participant reported:

“there is poor attendance among learners and teachers, lack of resources and lack of planning.” (PA)

Another participant mentioned *“staff conflict”* (DPA).

It can be inferred that some barriers to curriculum implementation were caused by school leadership and management, teachers, students and the district department.

From the research findings and the reviewed literature, it is clear that the challenges and barriers to curriculum implementation were perennial, meaning they were a vicious

cycle, further exacerbated by the Covid-19 pandemic. According to Tintore *et al.* (2020:2), some of these challenges do not pertain to South Africa alone but to school leaders worldwide. Most school leaders reported that they felt they were not supported by educational authorities and lacked resources to carry out their functions.

Tintore *et al.* (2020:2) further argue that some of these challenges resulted from various stakeholders having an over-reliance on school leaders as change agents and demanding a lot of accountabilities from them, hence making their role and responsibility complex (Tintore *et al.*, 2020:2). However, Mahlangu (2018) claims that school leaders should take responsibility for the challenges they face, especially if the challenges emanate from their refusal or failure to acknowledge their incompetence.

Nevenglosky (2018) concurs with the research findings by stating that barriers to curriculum implementation are interconnected and exist because of issues surrounding the availability of resources and lack of understanding of the demands of the curriculum implementation process before the actual process of curriculum implementation takes place. Nevenglosky (2018) further points out that barriers such as limited curriculum resources, little time to collaborate and lack of peer development among teachers are common. However, Maringe *et al.* (2015) argue that disorderliness within the school, high levels of absenteeism and lack of control of learners and educators are characteristics of weak school leadership and management.

According to Molapo and Pillay (2018), Van den Akker (2003) developed a curricular spider's web, which illustrates that several factors need to support the curriculum. These are the curriculum itself, aims, goals and objectives, the curriculum content, the teacher's role, learning activities, materials and resources for teaching and learning, time allocation and assessment modes and criteria. The components are interrelated and the structure that connects them is vulnerable in such a way that, if any discrepancy happens to one of the components, the whole system is thrown out of balance, with the risk of destroying it altogether.

Using the above as guideline, the researcher opposes Molapo and Pillay's (2018) argument. Indeed, resources like textbooks and ICT, form part of curriculum implementation, but without these resources, curriculum implementation can still occur if teachers are creative. The fact that most participants indicated the unavailability of resources like textbooks and ICT as main hindrance to curriculum implementation, showed a lack of understanding of the aims and objectives of the curriculum, on the participants' part.

4.5.2.4 Benefits of using the CAPS curriculum

In the study, 14 participants reported that the CAPS curriculum has benefits. The most prominent benefit that the participants mentioned was: the CAPS curriculum has specific time allocations. Other benefits included: the curriculum has clear objectives, flexibility, it is learner-centred, prepares learners for post-school careers, less workload, provides guidance and it uses specific topics and assessment programs. For example, one participant asserted that the CAPS curriculum is:

“Elementary and straight to the point. ATP is correctly structured with dates and specifies topics to assess learners with” (TA1).

Another participant mentioned that:

“CAPS can produce independent and self-orientated learners who are very creative. The program reduces the educators' work as it is learner-oriented. It stimulates creative thinking; eventually, the country can benefit from this type of learner, by producing scientists and other key professionals” (TB5)

This shows that a significant portion of participants was aware of the benefits that the CAPS curriculum offers.

Looking at the participants' responses, some of the participants had more teaching experience using the CAPS curriculum than other curricula.

Maringe *et al.* (2015) articulates that CAPS relieves many educators by reducing preparation time, providing explicit content, simplicity, precise assessments and providing well-structured textbooks. Maharajh *et al.* (2020) concurs that CAPS is a good policy. However, Maharajh *et al.* (2020) argue that CAPS is a top-down policy which ensures that teachers implement the curriculum without giving feedback at classroom level.

4.5.3 Practical interventions

This section presents the support mechanisms that school leaders and managers used to support the implementation of the CAPS curriculum. The support mechanisms were subdivided into school leadership and departmental support. This section also identifies current good practices that were used in implementing the curriculum.

4.5.3.1 Support mechanisms

Out of 18 participants, 14 stated that support mechanisms were available at their school. Other participants said they did not know of any support systems that were present at their school. The support mechanisms mentioned included team building, workshops, supervision exercises, extra classes, meetings between educators and school management, mentorship and provision of resources, educational materials, building of infrastructure and awarding bursaries. The study found that support systems were designed at school and department levels.

- School leadership support

At school level, the support systems were designed by school leadership. Support was given in the form of monitoring teachers and structuring time frames. The school leadership contacted parents on behalf of teachers and provided resources. One participant reported that support was given in the form of “*One-on-one meeting, Peer educator meeting, and involvement of subject advisors*” (HOBA). The responses of the

participants emphasise how staff development formed an integral part of curriculum implementation.

Maluleke (2015) states that, providing support through topic trimming, team building, workshops, supervision, extra classes, meetings and mentoring is part of staff development. Staff development is an essential part of curriculum implementation because it helps staff to understand the “why, what and how” aspects of the curriculum (Maluleke, 2015:359). Moreover, school leadership support minimises staff anxieties and concerns and equips staff with tools and capabilities regarding effective curriculum implementation (Maluleke, 2015).

- Departmental support

At department level, subject advisors visited schools. However, a study by Govender (2018) showed that, although subject advisors visited schools to attend to curriculum matters, they did not carry out their supervision and monitoring functions as expected, neither did they assist school leaders’ and teachers to improve teacher and learner performance. The findings in the literature reviewed revealed that support was only given in the form of DoE interventions, provision of subject advisors and effective communication. This means that support from the DoE perpetuates on paper but in reality, it is not physically present.

4.5.3.2 Good practices

At least 12 participants stated that there good practices were applied at the selected schools to promote effective curriculum implementation. The good practices included: the school management and leadership teams conducting needs analysis to allocate resources, having parental support, using effective communication, provision of resources, having transparent systems and shortening the curriculum. Most participants frequently mentioned having management support as a good practice. One participant mentioned:

“Yes, the school executive, the principal and deputies try so hard to buy textbooks for the school” (TA8) and another mentioned “parental; support through SGB” (PB).

According to Maluleke (2015), it is important for school leaders and managers to provide support as a good practice so that staff feel empowered to implement the curriculum. Providing support enables the school leadership and its management to know when to apply pressure on staff and when to use delicate supervision (Maluleke, 2015). In addition, providing support entails recognising staff efforts and rewarding them in an encouraging manner. Meatry (2017) commented, in order for school leadership to encourage efficient curriculum implementation and promote best practices, they must first be conversant with the latest innovative teaching methods and theories and also encourage them in the classroom.

4.6 Conclusion

In conclusion, this chapter was devoted to developing answers to the research questions. The study explored the nature and scope of school leadership support in implementing the CAPS curriculum. The study identified the factors that influenced school leadership support for implementing the CAPS curriculum and established a set of practical interventions to respond to the challenges. Finally, the chapter presented the good practices that school leaders and managers used to support curriculum implementation.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the findings which were presented in Chapter 4. The central research aim of the research was to establish the challenges and opportunities faced by school management and leadership in the implementation of the CAPS curriculum. The study used qualitative methods to collect and analyse data. This chapter summarises the findings from reviewed literature and findings from the actual study. It also provides the conclusion, recommendations and suggestions of areas of research for future studies.

5.2 Summary of findings

To summarise the research, the following objectives guided the study:

- To explore the nature and scope of school leadership support in the implementation of the CAPS curriculum.
- To identify the factors which influence school leadership support for the implementation of the CAPS curriculum.
- To establish a set of practical interventions to respond to the challenges and good practices.

These objectives transformed into major themes that are presented as follows:

- The nature and scope of school leadership in the implementation of the CAPS curriculum.
- Factors that influence school leadership support in the implementation of the CAPS curriculum.
- Practical interventions used in the implementation of the CAPS curriculum in schools.

Below is a summary of the major findings in line with the objectives.

5.2.1 Findings from the literature

- Literature that was reviewed in terms of nature and scope, school leaders and managers mainly focussed on supervision and monitoring teachers' work. Also, school leaders were preoccupied with administrative tasks and providing personal support and evaluation rather than curriculum implementation. The school principals and their management teams faced internal and external challenges.
- The literature review revealed that the type of environment, culture, size of the institution, availability of resources, capacity and personal characteristics of school leaders and teaching staff are all factors that influenced the degree of support during curriculum implementation.
- The literature review revealed that practical interventions that responded to challenges faced in the curriculum were DoE interventions, provision of subject advisors and effective communication.

5.2.2 Findings from the empirical study

5.2.2.1 Nature and scope of school leadership support in the implementation of the CAPS curriculum

In terms of the nature and scope of school leadership, the research findings indicated that the school leadership and management viewed curriculum management and its application as a secondary priority, among others. School leaders and managers' primary responsibilities were to supervise and monitor educators. Meastry (2017), in his study, found that most principals emphasised executing their managerial and administrative duties rather than paying more attention to the teaching and learning process of teachers and learners. The research found a relationship between the responsibilities of school leadership, management, teachers and the nature and scope

of curriculum application. Bush and Glover (2016) state that this relationship's strength lies in resource allocation.

5.2.2.2 Factors influencing school leadership support for the implementation of CAPS curriculum

Regarding factors influencing school leadership support for curriculum implementation, the study revealed that the factors that influenced the current support for curriculum implementation were mainly human resources, resources such as learning materials, infrastructure and ICT, the school environment and culture. The research also found that the most critical factors were monitoring time frames, providing support, providing quality education, supervision and monitoring the application of the curriculum.

Furthermore, the study revealed that the absence of the above factors notably became barriers to effective curriculum implementation and support. Kikori and Dickson (2020:2) argue that school leadership support for curriculum matters and classroom practice in South Africa is affected by factors such as “weak teacher subject and pedagogic knowledge, teacher absenteeism, inadequate infrastructure and teaching resources, undisciplined learners... and a lack of support from parents and local communities”.

In addition, the study found that several challenges affected the curriculum implementation for teachers and school leaders. These findings are similar to those exhibited in the literature review, namely that the school principals and their management teams faced internal and external challenges. Van der Berg and Hofmeyr (2018) asserted that the challenges emanated from three sources. Firstly, the DoE's weaknesses to carry out their administrative tasks by failing to assist school leaders and teachers in turning resources into results. Secondly, the undue influence of unions who strongly resist the monitoring and accountability of teachers (Van der Berg & Hofmeyr, 2018). Finally, the abdication of School Governing Bodies' (SGB) responsibilities by parents (Van der Berg & Hofmeyr, 2018).

5.2.2.3 Practical interventions to respond to the challenges and good practices

In terms of practical interventions, the research findings show that there were support systems in the form of staff development and allocation of resources. The research also found that school leaders provided most of the support whilst the Department provided limited support. When school leadership allocated resources effectively, quality teaching and learning processes occurred (Bush & Glover, 2016). The good practices that were present included having support from the DoE, support from the school management and leadership teams in the form of conducting a needs analysis, resource allocation, effective communication, having transparent systems and shortening the curriculum.

Day *et al.* (2020:41) stated the best practices that enable school leaders to be successful include continuously repositioning their schools internally by “changing expectations, aspirations, structures and cultures so that they can build and sustain performance”. Success is achieved when there is a sustained view of striving towards teaching and learning by improving teachers' individual and collective productive efforts. The literature review revealed practical interventions as DoE interventions and support mechanisms, including the provision of subject advisors and effective communication.

5.3 Conclusion

To conclude, school leadership and management are mainly involved in supervising and monitoring teachers. There is a positive relationship between the responsibilities of school leadership, management and teachers. School leaders and managers face challenges related to resources, staff and learners. The factors that influence the current support for the curriculum implementation are mainly human resources, resources such as the provision of learning materials, infrastructure and ICT, the school environment and culture. The present practical intervention includes support systems such as staff development and good practices, for example support from the DoE, school management and leadership support, conducting a needs analysis, resource

allocation and effective communication, using transparent systems and trimming the curriculum.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

- Trimming the curriculum

Although the DoE already revised the CAPs and the Annual Teaching Plans to trim the curriculum, the onus of implementing these initiatives lies with the school leadership, management and teachers. School leadership and its management team need to encourage and support teachers to retain the core topics whilst covering the fundamentals - support through coaching and monitoring.

- Smart learning

Innovative learning or digital learning is a modern way of learning using digital technology. Innovative learning enables learning to take place, at any time and in an affordable way. School leaders can take advantage of the partnerships with private companies like Vodacom, who partner with schools to provide innovative learning platforms. In addition, school leaders and managers can encourage learning through social media platforms such as Facebook, YouTube and WhatsApp. Innovative learning will mitigate some of the challenges faced, such as time management and learning commitment and it will encourage teacher and student interaction.

- Retraining and team building workshops

Although school leaders, managers and teachers are professionally trained to implement the curriculum, it is essential during the course implementation that there is

re-training. On the one hand, re-training is one way in which school leadership and management can empower teachers with modern ways of implementing the curriculum. On the other hand, team building work encourages more collaboration as teachers learn to work together, share lessons through peer education, encourage better communication and better methods of conflict resolution. When school leaders, managers and teachers work harmoniously, it improves the way in which support is given regarding curriculum implementation.

5.5 Suggestions for future researchers

The researcher explored the challenges and opportunities faced by management and leadership in the implementation of the CAPS curriculum in two public schools. The researcher suggests that future researchers extend the investigation to private schools to see if the school leadership and management support for curriculum implementation are similar and face the same challenges. In addition, future researchers can assess the curriculum implementation patterns of the post-Covid-19 and pre-Covid-19 era.

LIST OF REFERENCES

Adu, E.O and Ngibe, N.O.C. 2014. Continuous change in curriculum: South African teachers' perceptions, *Mediterranean Journal of Social Sciences*. 5(23):983-989.

Adu-Gyamfi, S. Donkoh, W.J and Addo, A.A. 2016. Educational reforms in Ghana: past and present. *Journal of Education and Human Development*, 5(3):158-172.

Amaky, M. and Ampah-Mensah, A. 2013. Preparation of school heads in Ghana: making a case for theoretical knowledge. *Journal of Education and Practice*, 4(23):1154-160.

Altinay, L. and Paraskevas, A. 2018. Planning research in hospitality and tourism. Burlington: Elsevier.

Belle, L. 2012. Managing teams in secondary schools. New York: Francis and Taylor.

Bismah, J., Saqib, S and Umair, M. 2018. Introduction to qualitative research for novice investigator. *Undergraduate Research in Natural Clinical Science and Technology (URNCSST)*. 2(6):1-6.

Bless, C., Higson-Smith, C. and Sithole, S.L. 2013. The fundamentals of social research methods: an African perspective. Cape Town: Juta Company Ltd.

Bush, T. 2011. The theories of educational leadership and management. New York: Sage.

Bush, T. and Glover, D. 2016. School leadership and management in South Africa: findings from a systematic literature review. *International Journal of Educational Management*, 30(2):211-231.

Carson, T.R. 2009. Curriculum implementation, *Encyclopedia of Curriculum Studies*. Available on: <http://sk.sagepub.com/reference/curriculumstudies/n120.xml> (Accessed on 14 December 2018).

Christie, P., Sullivan, P., Duku, N and Gallie, M. 2011. Researching the need: school leadership and quality of education in South Africa. *Bridge*, 1-94.

Chisholm, L. 2005. The making of South Africa's National Curriculum Statement. *Journal of Curriculum Studies*, 37(2):193–208.

Chigona, A. 2017. Western Cape subject advisors' perception of their preparedness for connected classrooms. *The Electronic Journal of e-Learning*, 15(5):444-454.

Creswell, J.W. 2014. Research designs, quantitative, qualitative and mixed methods approaches. California: SAGE.

Crowe, S., Creswell, K., Robertson, A., Huby, C., Avery, A and Sheikh, A. 2011. The case study approach. *BMC Medical research methodology*.

Dagget, B. (ed). 2014. Addressing current and future challenges in education. Lessons learned from nations most rapidly improving and transformative school. *22nd Annual Schools Conference*. Available on: www.leadered.com/pdf/2014MSC_AddressingCurrentandFutureChallenges.pdf (Accessed on 10 December 2018).

Day, C., Sammons, P. and Gorgen, K. 2020. Successful school leadership. Available on: <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/ce/ce5195c9-e647-4efc-b43b-f6ddd0bacca4.pdf> (Accessed on 01 June 2021).

De Witt, M.R. 2016. *Beyond equilibrium theory: theory of social action and social change. Applied to a study of power sharing in transition.* Langham: University Press of America.

Dibete, K. and Potokri, O. 2018. Policy compliance of SGB Members on their financial management roles in selected no-fee schools in Limpopo province of South Africa. *International Journal of Educational Management*, 32(5):799-812.

Dinsdale, R. 2017. The role of leaders in developing a positive culture. *Journal of Graduate studied in education*, 9(1):42-45.

Donkor, A.K. and Asante, J. 2016. Instructional leadership of basic schools in Ghana: the case study of schools in Kwaebibirem District. *American International Journal of Contemporary Research*, 6(4):65-75.

Du Plessis, E.C. and Letshwene, M.J. 2020. A reflection on identified challenges facing South African teachers. *The independent journal of teaching and learning*, 15(2):69-91.

Du Plessis, E. and Marais, P. 2015. Reflections on the NCS to NCS (CAPOS): foundation phase teachers' experience. Available on:
<https://iiespace.iie.ac.za/bitstream/handle/11622/59/Reflections.pdf?sequence=1>
(Accessed on 03 February 2022).

Du Plooy-Cilliers, F., Davis, C. and Bezuidenhout, R. 2014. *Research matters.* Cape Town: Juta Company Limited.

European Trade Union Committee for Education ETUCE School Leadership Survey. 2012. *School Leadership in Europe: Issues, Challenges, and Opportunities.* Brussels. Trade Union Committee for Education.

- Fritz, R.L. and Vandermause, R. 2018. Data collection via in-depth Email interviewing: lessons from the field. *Qualitative Health Research*, 28(10):1640–1649. doi: 10.1177/1049732316689067.
- Fu, S. and Sibert, S. 2017. Teachers' perspectives: factors that impact implementation of integrated curriculum in K-3 classrooms. *International Journal of Instruction*, 10(1):169-186.
- Funnell, S.C. and Rogers, P.J. 2011. Purpose Program Theory: Effective Use of Theory of Change and Logic Models. London: Wiley publishers.
- Griffin, R.W. 2009. Management. 10th ed. Ohio: South- Western Centage Learning.
- Goolamally, N. and Ahmad, J. 2014. Attributes of school leaders towards achieving sustainable leadership: a factor analysis. *Journal of Education and Learning*, 3(1):122-133.
- Govender, S. 2018. South African teachers perspectives on support recieved in implementing curriculum changes. *South African Journal of Education*, R8(2):1-12.
- Hallinger, P. 2010. Developing Successful leadership. Bangkok: Studies in educational leadership.
- Hawkins, J.E. 2018. The practical utility and suitability of Email interviews in qualitative research. *The Qualitative Report*, 23(2):493-501.
- Hennik, M., Hutler, I. and Bailey, A. 2014. Qualitative Research Methods. London: Sage.
- Hoerr, T.R. 2015. The art of school leadership. Virginia: Association for Supervision and Curriculum Development.

Hennik, M., Hutler, I. and Bailey, A. 2011. *Qualitative Research Methods*. London: Sage.

Heystek, J. 2016. Educational leadership and organizational development and change in a developing country. *South African Journal of Education*, 36(4).

Jansen, J.D. 1998. Curriculum reform in South Africa: a critical analysis of outcomes-based education. Available at:

<https://repository.up.ac.za/bitstream/handle/2263/132/Jansen%20%281998%29a.pdf>

(Accessed on 09 October 2018).

Jansen, J. and Christie, P. 1999. *Changing curriculum studies on outcome-based education in South Africa*. Cape Town: Juta.

Klenke, K. 2018. *Qualitative Research in the Study Of Leadership*. Baingley: Emerald Publishing Company.

Kwao, A. 2017. Challenges of curriculum design and its implications on olicity: the case of the Junior High School (JHS) teaching subjects in Ghana. *Journal of Educational and Social Research*, 7(2):93-101.

Kusi, H. 2018. *Managing Junior Secondary Schools in Sunyani Municipality (Ghana): the challenges for headteachers and their professional development needs*. Leicester: University of Leicester (Ph.D. – Thesis).

Leavy, P. 2017. *Research design, quantitative, qualitative, mixed methods, arts and community based participatory research approaches*. New York: Guilford Press.

Legotlo, M.W. (ed). 2014. *Challenges and issues facing the education system in South Africa*. Pretoria: Africa Institute of South Africa.

Lumpkin, A., Claxton, H. and Wilson, A. 2014. Key characteristics of teacher leaders in schools. *Administrative Issues Journal*, 4(2):59-69.

Lynch, M. 2012. A guide to effective leadership theories. London: Routledge.

Maharajh, L.R., Nkosi, T. and Mkhize, M.C. 2016. Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement (CAPS) in three primary schools in KwaZulu Natal. Available on:

<https://apsdpr.org/index.php/apsdpr/article/view/120> (Accessed on 03 June 2021).

Mahlangu, V.P. 2018. Pertinent leadership and governance challenges facing schools in South Africa. Education in Modern Society BCES Conference Books Volume 16. Sofia: Bulgarian Comparative Education Society.

Maluleke, H.M. 2015. Curriculum policy implementation in the South African education context: reference to environmental education within the natural sciences. Available on:

<http://uir.unisa.ac.za/handle/10500/18678> (Accessed on 22 March 2021).

Mandukini, N. 2016. Challenges towards curriculum implementation in high schools in Mount Fletcher District, Eastern Cape. Pretoria: The University of South Africa. (Masters – Dissertation).

Maringe, F., Masinire, A. and Nkambule, T. 2015. Distinctive features of schools in multiple deprived communities in South Africa. *Educational Management Administration & Leadership*, 43(3):363–385. doi:10.1177/174114321557030.

Mavuso, M.P. 2016. Scratching the outside? *Perspectives of Subject Advisors on their Practices in Supporting Teaching and Learning in South African Schools*, 12(3):184-191.

Maxwell, J. 2013. Qualitative research design: an interpretative approach. An Applied Social Research Methods Series. 2nd ed. London: SAGE publications.

Mbatha, M.G. 2016. Teachers experiences of implementing the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban. Durban: The University of KwaZulu Natal. (PhD – Dissertation).

McKenzie, J.F. and Pinger, R.R. 2015. An introduction to community and public health. 8th ed. Burlington: Jones and Barrett Learning.

Miller, P.W. 2016. The nature of school leadership. Available on:
https://www.researchgate.net/publication/323048416_The_Nature_of_School_Leadership (Accessed 15 March 2021).

Miller, P.W. 2017. University of Huddersfield repository. Available on:
<https://core.ac.uk/download/pdf/110588599.pdf> (Accessed on 15 March 2021).

Mishra, S.B. and Alok, S. 2013. Handbook research methodology: a compendium for scholar and researcher. New Delhi: Education publishing.

Molapo, M.R and Pillay, V. 2018. Politicising curriculum implementation: the case of primary schools. *South African Journal of Education*, 38(1):1-9

Moloi, K. 2007. An overview of education management in South Africa. *South African Journal of Education*, 27(3):463–476.

Moore, T., McKee, K. and McLoughlin, P. 2015. Online focus groups and qualitative research in the social sciences: their merits and limitations in a study of housing and youth. *People, Place and Policy*, 9(1):17-28.

Morgan, D. and Lobe, B. 2015. Online Focus Groups. Available at:
https://www.researchgate.net/publication/273809338_Online_Focus_Groups/link/550de3220cf27526109c795c/download. Accessed on 21 July 2020.

- Mucavele, S. 2008. Factors influencing the implementation of the new basic education curriculum in Mozambican schools. Pretoria: University of Pretoria. (PhD – Thesis).
- Murray, C.D. and Sixsmith, J. 2015. Email: a qualitative research medium for interviewing? *Journal of Social Research Methodology Theory and Practice*, 1(2).
- Naidoo, P. 2019. Perceptions of teachers and school management teams of the leadership roles of public-school principals. *South African Journal of Education*, 39(2):1-12.
- Nevenglosky, E. 2018. Barriers to effective curriculum implementation. Available on: <https://core.ac.uk/download/pdf/217229004.pdf>. Accessed on 19 March 2021
- Nkambule, G. and Amsterdam, C. 2018. The realities of educator support in a South African school district. *South African Journal of Education*, 38(1):1-11.
- Noang, M.N. 2008. Overcoming challenges of the new curriculum statement – a progress report. Available at: <http://ir.cut.ac.za/bitstream/handle/11462/394/Naong%2C%20M.N.pdf?sequence=1&isAllowed=y> (Accessed on 09 October 2018).
- Normand, R. 2015. French principals in secondary education: towards new roles and responsibilities? *ECPS Journal*, 11:134-151.
- Offorma, G.C. 2016. Integrating components of cultures in curriculum planning, international. *Journal of curriculum and instruction*, 1-8.
- Parliamentary Monitoring Group. 2017. CAPS evaluation: African languages introduction: DBE briefing. Available at: <https://pmg.org.za/committee-meeting/24054> (Accessed on 14 February 2022).

Peterson, K.D. and Peal, T.E. 2016. Shaping school culture. San Francisco: Jossey-Bass.

Pinaar, W.F. 2014. International handbook of curriculum research. 2nd ed. New York: Francis and Taylor.

Queen-Mary, N.T. and Mtapuri, O. 2014. Teachers' perceptions of the integrated quality management system: lessons from Mpumalanga, South Africa. *South African Journal of Education*, 34(1):1-14.

Ramokgopa, M.S. 2013. The impact of the National Curriculum Statement principle in teaching of physical science in Grade 10 to 12 around Sekhukhune district. Pretoria: University of South Africa. (Masters – Dissertation).

Rather, A.R. 2014. Theory and Principles of Education. New Delhi. Discovery Publishing.

Saldana, J. and Omasta, M. 2018. Qualitative Research: Analyzing Life. Singapore: Sage.

Schmidt, M. 2017. The perils of outcomes-based education in fostering South African educational transformation. *Open Journal of Political Science*, 7: 368-379.

Schneider, M. 2016. The theory primer: a sociological guide. Maryland: Rowman & Littlefield Publishers.

Scott, S., Scott, D.E. and Webber, W. (ed). 2016. Leadership and assessment inclusion and learning: the enabling power of Assessment 3. Copenhagen: Springer.

Segoe, B. 2014. An investigation of the Integrated Quality Management System (IQMS) in South African primary schools: the teachers' voices. *Mediterranean Journal of Social Sciences*, 5(9):724-730.

Shoba, M.E. 2011. A case study in the role of school management teams in curriculum management. Durban: The University of KwaZulu- Natal. (Masters – Thesis).

Sorenson, R.A, Goldsmith, L.M, Mendez, Z.Y and Maxwell, K.T .2011. The principal guide to curriculum leadership. London: Sage.

South Africa. The Department of Basic Education. 2001. Education in South Africa: Achievements since 1994. Available at: <https://www.dhet.gov.za/Reports%20Doc%20Library/Education%20in%20South%20Africa%20Achievements%20since%201994.pdf> (Accessed on 09 February 2022).

South Africa. The Department of Basic Education. 2009. National Curriculum Statement Grade R-12, 11 September: South Africa. Available at: www.education.gov.za (Accessed on 25 July 2018).

South Africa. The Department of Basic Education. 2011. National Curriculum Statement Grade R-12, 11 September: South Africa. Available at: www.education.gov.za (Accessed on 25 July 2018).

South Africa. The Department of Basic Education. 2014. National Curriculum Statement Grade R-12, 11 September: South Africa. Available at: www.education.gov.za (Accessed on 25 July 2018).

South Africa. Department of Education. 2018. Importance of Principals. Pretoria.

South Africa. Department of Education. 2021. Education statistics in South Africa 2013. Pretoria.

The Organisation for Economic Cooperation and Development (OECD). 2018. The OECD Teaching and Learning International Survey (TALIS): results from Talis 2018. Available at: https://www.oecd.org/education/talis/TALIS2018_CN_ZAF.pdf (Accessed on 08 February 2022).

- Tapala, T.T., Van Niekerk, M.P and Mentz, K. 2020. Curriculum leadership barriers experienced by heads of department: a look at South African secondary schools. *International Journal of Leadership in Education*.24(6):771-788.
- Taylor, B.J., Kermode, S. and Roberts, R. 2006. *Research in Nursing and Health Care: Evidence for Practice*. 3rd ed. Belmont: Thomson.
- Thurlow, C., Bush, T. and Coleman, M. 2013. *Leadership and strategic management in South African schools: managing schools in South Africa*. Commonwealth secretariat.
- Tintoré, M., Cunha, R.S., Cabral, I. and Alves, J.J.M. 2020. A scoping review of problems and challenges faced by school leaders (2003–2019). *Educational Management Administration & Leadership*.
- Van der Horst, S. and MacDonald, R. 2001. *Out Comes – Based Education Theory and Practice*. Irene:Tee Vee Printers.
- Van der Berg, S. and Hofmeyr, H. 2018. *Education in South Africa*. World Bank. Washington, DC: World Bank.
- Van Deventer, I. and Kruger, A.G. 2016. *An educator's guide to school management leadership skills*. 2nd ed. Pretoria: Van Schaik.
- Van Eeden, E.S. 2010. South Africa's revised history curriculum on globalism and national narratives in Grade 12 textbooks. *Historia*, 55(1):110-124.
- Van, Wyk. A. Leading curriculum changes in schools: the role of school principals as perceived by teachers. *Perspectives in Education*, 38(2):155-167.
- Vogt, W.P., Gardener, D.C. and Haeffele, L.W. 2012. *When to Use What Research Design*. New York: Guilford Press.

Wang, V.C.X, Bain, B., Hope, J. and Hansman, C.A. 2017. Educational leadership and organizational management: linking theories to practice. Charlotte: Information age Publishing.

Wiles, J. and Bondi, J.C. 2015. Curriculum Development: a guide to practice. California: Pearson Education.

Wilmore, E.L. 2012. Principal leadership Applying the New Educational Leadership Constituent Council (ELCC) Standards. California: Corwin Press.

Witterdink, N. and Form, W. 2020. Social change. Encyclopedia Britannica. Available at: [https://www.britannica.com/topic/social-change/Introduction.](https://www.britannica.com/topic/social-change/Introduction) [Accessed on 09 October 2018]

Yin, R.K. 2013. Case Study Research Design and Methods: Applied Social Research Methods Series Volume 5. 3rd ed. California: SAGE.

APPENDIX A



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Fakulteit Opvoedkunde / Faculty Education
Privaatsak / Private Bag X6001, Potchefstroom
Suid-Afrika / South Africa 2520
T: 018 299 4656
F: 086 661 8589
<http://www.nwu.ac.za>

9 October 2020

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, is approved by the Ethics Committee members of the Faculty of Education and will be minuted at the meeting on 29 October 2020.

Ethics number: NWU-00906-19-A2

Project head: Prof TB Assan

Project team: S Magumbo (MEd-student - 31438024)

Title: Exploring opportunities and challenges by school leadership in implementing the Curriculum Assessment Policy Statement (CAPS) in Gauteng

Extended period: 9 October 2020 – 9 October 2021

Clearance given for only one year. Extension can be requested after a year.

Risk level: Low

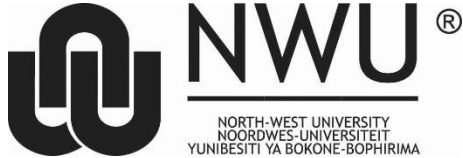
Should you have further enquiries in this regard, you are welcome to contact Prof Jako Olivier at 018 285 2078 or by email at Jako.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4656 or by email at Erna.Greyling@nwu.ac.za.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jako Olivier'.

Prof J Olivier
Chair Edu-REC

APPENDIX B



Private Bag X6001,
Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web:<http://www.nwu.ac.za>

Faculty of Education

Tel: 018 299 4646

Email: Erna.Greyling@nwu.ac.za

Date: 21 July 2020

To the Principal

RE: REQUESTING PERMISSION TO CONDUCT AN INVESTIGATION AT YOUR SCHOOL

I am requesting permission to carry out an investigation. This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also sought from the Gauteng Department of Education.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Exploring opportunities and challenges by school leadership in implementing the Curriculum Assessment Policy Statement (CAPS) in Gauteng

The investigation will include teachers, principals, deputy principals and subject advisors from your school. The study aims to explore the challenges as well as opportunities faced by management and leadership in the implementation of the CAPS curriculum.

Its objectives are:

- To explore the nature and scope of school leadership support in the implementation of CAPS curriculum.
- To identify the factors which influence school leadership support for the implementation of CAPS curriculum.
- To establish a set of practical interventions to respond to the challenges and good practices.

What will participants be expected to do?

Participants will be expected to participate in interviews that will be emailed to them concerning challenges faced in implementing CAPS curriculum and opportunities that are present. The interviews will be recorded. They will also be involved in focus group discussions online concerning the above-mentioned topic. The focus group discussions will be recorded. The researcher will telephonically communicate with you and give a debrief of the procedures in detail. You will be given the opportunity to ask the researcher any questions. The participants will be asked to sign a consent form as proof of agreement to take part in the study. The study will be conducted after school hours.

The duration of the focus group discussion and interview process will take place as follows:

- ❖ Focus group discussions will take approximately 20 to 30 minutes via Zoom
- ❖ Email interviews will take approximately two to three weeks

Benefits to you as participant

There are no monetary benefits however, this study will enable school management to become aware of challenges that school leadership face and explore the opportunities and present support mechanisms in the implementing CAPs curriculum. The findings from this study will assist in providing the foundation for problem solving ideas with

issues related to the supervision of teachers in the implementation of the CAPS curriculum.

Risks involved for participants

None.

Confidentiality and protection of identity

Confidentiality will be maintained during the interviews. The names of participants and their designation in the school organisation will be removed during analysis and replaced with codes. The right to anonymity cannot be guaranteed during focus group discussions due to the nature of the data collection method. However, the researcher that will ensure discussions are free from judgemental perceptions. The information you provide will be stored in hard and soft copies in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor will have access to the data. Once the study is complete the information will be stored in a report format. However, the information provided through interviews and group discussion will be deleted from the supervisors' computer. The report will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings

Upon the successful completion of the study, a report of the study will be e-mailed to you upon request. If you have any further questions or enquiries regarding this research, please contact the researchers

Project Supervisor: Prof TEB Assan

Address: North-West University, Mafikeng

Contact Number: +27 18 3892550

Member of Project Team MEd – Educational Management and Leadership Student:

Contact Number: +27 74 283 6923

Faculty of Education Research Ethics Committee

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299
4656

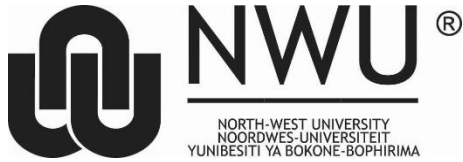
Looking for to your response

Yours sincerely

S Magumbo

Project team member

APPENDIX C



To the School Governing Board

Chairperson

Private Bag X6001,
Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web:<http://www.nwu.ac.za>

Faculty of Education

Tel: 018 299 4646
Email: Erna.Greyling@nwu.ac.za
Date:21 July 2020

RE: REQUESTING PERMISSION TO CONDUCT AN INVESTIGATION AT YOUR SCHOOL

I am requesting permission to carry out an investigation. This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also sought from the Gauteng Department of Education and school principal.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Exploring opportunities and challenges by school leadership in implementing the Curriculum Assessment Policy Statement (CAPS) in Gauteng

The investigation will include teachers, principals, deputy principals and subject advisors from your school. The study aims to explore the challenges as well as opportunities faced by management and leadership in the implementation of the CAPS curriculum.

Its objectives are:

- To explore the nature and scope of school leadership support in the implementation of CAPS curriculum.
- To identify the factors which influence school leadership support for the implementation of CAPS curriculum.
- To establish a set of practical interventions to respond to the challenges and good practices.

What will participants be expected to do?

Participants will be expected to participate in interviews that will be emailed to them concerning challenges faced in implementing CAPS curriculum and opportunities that are present. The interviews will be recorded. They will also be involved in focus group discussions online as concerning the above-mentioned topic. The focus group discussions will be recorded. The researcher will telephonically communicate the school principal and give a debrief of the procedures in detail. You will be given the opportunity to ask the researcher any questions by contacting the researcher. The participants will be asked to sign a consent form as proof of agreement to take part in the study. The study will be conducted after school hours.

The duration of the focus group discussion and interview process will take place as follows:

- ❖ Focus group discussions will take approximately 20 to 30 minutes via Zoom
- ❖ Email interviews will take approximately two to three weeks

Benefits to you as participant

There are no monetary benefits however, this study will enable school management to become aware of challenges that school leadership face and explore the opportunities and present support mechanisms in the implementing CAPs curriculum. The findings from this study will assist in providing the foundation for problem solving ideas with issues related to the supervision of teachers in the implementation of the CAPS curriculum.

Risks involved for participants

None.

Confidentiality and protection of identity

Confidentiality will be maintained during the interviews. The names of participants and their designation in the school organisation will be removed during analysis and replaced with codes. The right to anonymity cannot be guaranteed during focus group discussions due to the nature of the data collection method. However, the researcher that will ensure discussions are free from judgemental perceptions. The information you provide will be stored in hard and soft copies in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor will have access to the data. Once the study is complete the information will be stored in a report format. However, the information provided through interviews and group discussion will be deleted from the supervisors' computer. The report will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings

Upon the successful completion of the study, a report of the study will be e-mailed to you upon request. If you have any further questions or enquiries regarding this research, please contact the researchers

Project Supervisor: Prof TEB Assan

Address: North-West University, Mafikeng

Contact Number: +27 18 3892550

Member of Project Team MEd – Educational Management and Leadership Student:

Contact Number: +27 74 283 6923

Faculty of Education Research Ethics Committee

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656.

Looking forward to your response.

Yours sincerely

S Magumbo

Project team member

APPENDIX D

Focus Group Protocol for Teachers and Subject advisors

Introduction

Good day

I am conducting research on opportunities and challenges facing school leadership in implementing Curriculum Assessment Policy Statement (CAPS). I would like you to help me identify problems that school leadership face and unravel (discover) the solutions. The information that you provide will help school leaders to improve the way CAPS is implemented in their schools. The discussion will take 20-30 minutes.

Ethical considerations

Before, we begin the discussion, I would like to inform you that

- You are allowed to speak freely, there are no wrong or right answers. Let us not judge each other's answers with comments or jokes.
- This discussion is recorded using written text and the text will be used for my records only.
- All names and identities will be removed before I report the results of this research.
- I will not divulge any information about this discussion. In the same manner, let us all keep the information found in this discussion on this platform only.
- You are free to leave if you feel uncomfortable or to pass on the question.

The reason why I am saying these things is so that we can freely speak without any worries

Ground rules

- Silence is not a bad thing; it simply means you are thinking about the discussed points.
- It is okay to disagree; disagreements tend to bring out valuable information.

Main Questions

1. What are your responsibilities as school leadership and management in the implementation of CAPS Curriculum?
2. What challenges do you face regarding implementing CAPS curriculum?
3. How do you feel about the challenges?
4. Are there any solutions? Which support mechanisms within the school to help you overcome the challenges you face?
5. Are there any good practices that you have identified in the school that help overcome the challenges you face when implementing the curriculum?
6. What factors affect your curriculum implementation at in the school
7. How do you feel about how these elements factors?
8. How should these factors be changed?

Concluding question

Is there any other information you would like add that we have not talked about during the discussion?

Thank you for participating.

APPENDIX E

Focus Group Protocol for Teachers and Subject advisors

Introduction

Good day

I am conducting research on opportunities and challenges facing school leadership in implementing Curriculum Assessment Policy Statement (CAPS). I would like you to help me identify problems that school leadership face and unravel (discover) the solutions. The information that you provide will help school leaders to improve the way CAPS is implemented in their schools. The discussion will take 20-30 minutes.

Ethical considerations

Before, we begin the discussion, I would like to inform you that

- You are allowed to speak freely, there are no wrong or right answers. Let us not judge each other's answers with comments or jokes.
- I will record the discussion using a video recorder since it is not possible for me to write as quickly as you speak. The video record will be used for my records only. I will also take notes.
- All names and identities will be removed before I report the results of this research.
- I will not divulge any information about this discussion at your school. In the same manner, let us all keep the information found in this discussion in this room.
- You are free to leave if you feel uncomfortable or to pass on the question.

The reason why I am saying these things is so that we can freely speak without any worries

Ground rules

- Everyone should have a turn to speak.
- Silence is not a bad thing; it simply means you are thinking about the discussed points.
- It is okay to disagree; disagreements tend to bring out valuable information.

Main Questions

9. What are your responsibilities in the implementation of CAPS Curriculum?
10. What challenges do you face regarding implementing CAPS curriculum?
11. How do you feel about the challenges?
12. Which support mechanisms within the school to help you overcome the challenges you face?
13. Are there any good practices that you have identified in the school that help overcome the challenges you face when implementing the curriculum?
14. What factors affect your curriculum implementation at in the school
15. How do you feel about how these factors?
16. How should these factors be changed?

Concluding question

Is there any other information you would like add that we have not talked about during the discussion?

Thank you for participating.

APPENDIX F

Interview

Background information

The purpose the interview is to investigate opportunities and challenges by school leadership in the implementation of the CAPS Curriculum in selected Gauteng schools and possibly come up with ways to assist school leadership in implanting new curriculum in future. Kindly respond to all questions. All of the answers you provide in this interview will be kept confidential. The interview data will be reported in a summary fashion only and will not identify any individual person. The interview consists of four sections.

Section 1: Biographical Information

Gender:

Age:

20-24

25-34

35-44

45-54

Above 55

Educational status

College Qualifications

University Qualifications

Other

Employment position

Teacher

Head of department

School principal

Deputy School Principal

Section 2: Nature and Scope of School Leadership

1. Please describe your work activities on an average day

2. How does your work schedule affect curriculum matters?

3. Do you face any challenges in executing your duties? Yes/No

4. Please describe the challenges.....

5. How do you feel about the challenges?

6. Do you face any challenges in implementing the curriculum? Yes/No

7. Please describe the challenges.....

Section 3: Factors That Influence School Leadership

1. Please describe the important elements that affect curriculum implementation at your school

2. What are the factors which promote effective implementation?

3. What are the factors which act as barriers to effective implementation of the curriculum?

How do you feel about how these elements are implemented?

4. Do you think there should be any change? Yes/ No

5. If yes explain why?

Section 4: Practical Interventions

1. Are there any support mechanisms in the school available to help you overcome the challenges you face? Yes/No

2. Can you give examples?

3. Please describe how the support is given.

4. Are there any good practices that you have identified in the school that assist you to overcome the challenges you face when implementing the curriculum?

Closing

Are there any questions you would like to ask me?

Thank you for your time.

This was an insightful interview.