Exploring school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein

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Declaration of Originality

I, Wayne Anthony David, hereby proclaim that the content pertaining to this dissertation is authentic and original as a result of my own work. In the event where other peoples' words, viewpoints and perspectives were used; citations are made in the text and supported by references. I also acknowledge that this dissertation has not been put forward to another learning institution for examination in recognition for another qualification.

Mr. W.A. David	January 2016
Dr. S.B. Khoza	January 2016

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All praise and glory must be given to Jesus Christ my Saviour for showering me with His blessings especially through difficult times when I felt like giving up.

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I thank the participants for their time and effort. I pray that you will grow from strength and strength.

My family and friends have provided motivation and inspiration to me. It is with appreciation and gratitude that I thank them with all my heart.

I would also like to thank my editor Caitlin Martin for making a valuable contribution towards the quality of my dissertation.

Dedication

My family and friends have made unwavering sacrifices. This dissertation is in honour to all of you for wanting me to succeed in achieving my goals. You have been my pillar of strength and beacon of hope, may God always bless you. I love you lots.

Abstract

This research study is designed to explore school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein. A case study method was used which included five participants (school managers). Data were generated through reflective activity, semi-structured interviews and a focus group session. The guided analysis method helped to structure the data analysis and the curricular spider web formed the framework that supported this study. A combination of inductive and deductive reasoning was used for the data analysis. The curricular spider web was used as a contextual framework to identify their strengths and weaknesses. The study firstly revealed that school managers are committed and dedicated to their jobs. However, secondly, they lack sufficient knowledge and understanding of what is required from them in managing CAPS. Thirdly, school managers are managing a competency based curriculum rather than a performance based curriculum. As a result, the recommendation is made that the Department of Basic Education should embark on more training programmes to equip and improve school managers' capacity, which will enable them to manage CAPS more effectively.

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List of Acronyms

CAPS	-	Curriculum and Assessment Policy Statement
DBE	-	Department of Basic Education
LCA	-	Latent Class Analysis
MI	-	Multiple Intelligences
NCS	-	National Curriculum Statement
NEPI	-	National Education Policy Investigation
OBE	-	Outcomes Based Education
SGB	-	School Governing Body
SiBO	-	School Careers in Primary Education
TIE	-	Technology in Education
TOE	-	Technology of Education
TQM	-	Total Quality Management

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CHAPTER 1

The Overview, Context and Objectives

1.1. Introduction

The introduction of the Curriculum and Assessment Policy Statement (CAPS) was formulated and implemented in 2012 as an intervention to make improvements to the National Curriculum Statement (NCS).

Matshidiso's (2012) report provides insights into our educational system dilemma which includes the need for good leadership from school managers that will ensure that teachers execute their responsibilities with diligence, as well as the consistency of government in ensuring adequately trained school leaders that can lead the curriculum implementation, along with a properly resourced school infrastructure.

This study therefore intends to explore school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein, in order to gain a deeper understanding on significant aspects which impact on the implementation of CAPS so that it may benefit the Department of Education, school managers, teachers, learners and school administrators. The outcomes may also be beneficial in executing changes towards an improved curriculum strategy.

1.2. Title

Exploring school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein.

1.3. Focus and Purpose of Study

The purpose of this study is to explore school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein.

1.4. Location of the Study (delimitation)

The study aimed to consider the reflections of five school managers in and around the city of Bloemfontein. There is a similarity of circumstances and challenges that these five school managers face. In addition to this, the socio-economic and demographic profiles of learners differ in nature. I was fascinated to investigate the specific reflections of school managers and how their experiences translate into actions/interventions that address the (CAPS) implementation plan. I have chosen these five school managers specifically because of the close proximity of their schools, as they are within a 10km radius from each other, making access to these schools easy.

1.5. Rationale of Study

I have chosen this study because I have a personal interest in educational development. I am a businessman based in Bloemfontein and over the years have occupied positions in school governing bodies. Through continuous engagement with school managers, I recognised the challenges faced with regard to teachers' lack of understanding and implementation of CAPS, which heightened my awareness around how school managers' should, on a regular basis, reflect, assess and evaluate the implementation of CAPS in their respective schools. In the year 2014 we noticed a massive decline in the Grade 12 pass rate. One of the fundamental reasons attributed to this was the lack of understanding by school managers in managing teachers' implementation of CAPS. The main issues of concern are the lack of ability and capacity to manage curriculum standards. It further negatively may impact on the future skills and knowledge base of all South Africans, especially those who are currently disadvantaged. It is with this in mind that I felt the need to explore areas on how school managers can reflect on tools, activities and opportunities to cultivate synergy between planned, enacted and a positively attained curriculum strategy.

Clarà's (2014) article purposefully explored the meaning of reflections and affirms that reflections are descriptive and not prescriptive. This suggests that reflections result from a cognitive process providing clarity to an unclear circumstance or situation.

Khoza (2014b) examined lecturers' views on their experiences in teaching a postgraduate module as part of the honours curriculum. Data were generated through reflective reports,

observation, module outline analysis and interviews. The findings established that if Technology in Education is proposed as part of the implemented curriculum, considerations such as training and support for lecturers and students should form part of the entire intended process. Msibi and Mchunu (2013) argued that the Curriculum and Assessment Policy Statement (CAPS) does not sufficiently address one of the key challenges within South African schools in that teachers do not demonstrate professional behaviour in their jobs.

Further to this Matshidiso's (2012) report highlights the key challenges within our education system. The first challenge is that high enrolment numbers each year subsequently leads to declining grade 12 results; this suggests that a greater importance must be placed on the quality of education. In addition to this only 50% of the total number of learners who enrolled in grade 1 completed Grade 12. Secondly, the report provides insights into our education system dilemma, namely: (1) the lack of parents' involvement in their children's education; (2) the lack of formal education of school governing body members; (3) the need for good leadership from school managers, which will ensure that teachers execute their responsibilities with diligence; and (4) the consistency of the government in ensuring adequately trained school leaders to lead the curriculum implementation, along with a properly resourced school infrastructure.

Iwu, Gwija, Benedict and Tengeh's (2013) study sought to understand the impact of teacher's performance as a result of good leadership shown by school managers in the Western Cape Province. Data was generated from 279 teachers. The findings revealed that highly motivated teachers experienced job satisfaction because of good leadership. Teachers responded positively to school managers who constantly engaged with them using good communication skills and joint problem-solving strategies.

1.6. Problem Statement

Despite the successes and challenges faced in managing CAPS, school managers lack general management skills and behaviour to achieve the desired curriculum objectives. As a result this study explores school managers' reflections on their experiences in order to understand their strengths and weaknesses that will provide insight into how intervention measures can be introduced to equip them to become better leaders and managers.

1.7. Literature Review

Adu and Ngibe (2014) identify the rapidly changing education curriculum (CAPS) in South Africa. As a result, school managers do not have an understanding on how to implement the newly introduced curriculum. Their study examined the awareness of school managers with regard to curriculum changes. The findings firstly revealed that government should obtain school managers' input when it comes to curriculum design, as school managers are the ones that own the implementation process. Secondly, changes in curricula should not be made overnight; the recommendation is that a year or two piloting the changes should be undertaken to evaluate the effectiveness and validity before being released.

Furthermore, Khoza (2015a) conducted a study on school managers' reflections on their experiences of managing Curriculum and Assessment Policy Statement (CAPS) that suggested that school managers should become more responsive and proactive in managing the curriculum, in understanding the issues for managing and teaching the curriculum and be prepared to reflect before implementing actions. Therefore the rationale as to why teachers and school managers should constantly evaluate the process becomes an area of concern. However, it leads to a gap because it creates an opportunity for further studies to establish the precise reason as to why school managers are not constantly implementing CAPS, what structures and support mechanisms have been provided to them and what mechanisms school managers are using to evaluate the positive and negative implementation aspects of CAPS.

Bergand and Karisen **(**2013**)** embarked on a case study research method using interviews with a group of project managers to evaluate how coaching techniques can improve project managers' performance. The results demonstrated that when a manager displays good listening skills and provides constructive feedback, project managers responded positively by improved performance, greater job satisfaction and had a greater ability to deal with stress.

Further to the role of teaching, it is vital to also reflect on the role of a manager, as school managers are required to perform management functions. Kelley, Thornton and Daugherty's (2005, p. 105) paper described education leadership as a vital component within the leaning arena. It is important for these leaders to understand people, systems and the implementation processes in order to improve effectiveness. They further state that good leadership enables people to work together towards a shared vision.

Only school managers who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement. School managers must deal with the various levels of skills and abilities of their faculty and a continuity of divergent situations within today's complex school environment.

Gurr (2015) indicates that the role of a school manager is to engage with the school environment as he/she could have a positive impact on teacher performance and learner achievements and has the capability to build school capacity within a broader context. A school leader could encourage and nurture strategic partnering and collaborations with those at the school, along with using accountability and evaluation for continuous improvement.

1.8. Objectives of the Study

The purpose of this study is:

A. To understand school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein.
B. To understand what informs school managers' reflections on their experiences of managing (CAPS) in the city Bloemfontein.
C. To understand the lessons that can be learnt from school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein.

1.9. Research Questions

1.9.1 What are the school managers' reflections on their experiences of managing (CAPS) in the city Bloemfontein?
1.9.2 What informs school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein?
1.9.3 What lessons can be learnt from school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein?

1.10 Research Design and Methodology

1.10.1 Research Paradigms

Jonker and Pennik (2010) illustrate that research paradigms address the physiological dimensions of social science. A research paradigm embodies assumptions, beliefs and norms about the world's perceptions which then provide a framework that structures the way in which a researcher goes about conducting a research study.

Wahyuni (2012, p. 23) believes that positivist research where different researchers observing the same factual problem will generate a similar result by carefully using statistical tests and applying a similar research process in investigating a large sample. The common belief is that universal generalization can be applied across context which is referred to as naïve realism. The post positivists' approach also believes the absolute truth, especially in relation to studying human behaviour in social science. Furthermore, the post positivists also believe in generalization but admit that knowledge is a result of social conditioning. She further states that the interpreters reject objectivism and a single truth as proposed to positivism. To understand the social world from experiences and subjectivity means that people attach to it. Interpretive researchers favour to interact and have dialogue with studied participants. They also prefer to work with a qualitative data which provides rich descriptions of social constructs.

This study fell under the interpretive paradigm because it sought to understand school manager's reflections on their experiences of managing (CAPS). It therefore anticipated that lessons can be learnt from this in order to improve the (CAPS) implementation process.

1.10.2 Research Approach / Style

According to Cameron and Price (2009, p. 5), "research methods are techniques for generating data. Research methods are designed to help generate data that is valid and reliable whereby conclusions can be drawn". There are many research methods and each research paradigm has methods most suitable to achieve their desired aims and objectives. This study fell under the interpretive paradigm. Price et al. (2009, p. 56) illustrate this saying that "interpreters look for rules people use to make sense of in social situations, where the positivists seek to generalize laws. Interpretivists might argue that the underlining assumptions make it illogical to generalize from one situation to another". An interpretive collective case study of five school managers to

understand reflections on their experiences in managing (CAPS) was found to be the suitable research style.

Sekaran and Bougie (2013, p. 103) define a "case study as a research strategy that involves an imperial investigation of a particular contemporary phenomenon within a real life context using multiple methods of data collection. A case study may provide both qualitative and quantitative data for analysis and interpretation". This study aimed to understand the context in which the school managers operate within their environment. The study may also assist other school managers, teachers and learners.

Denzin and Lincoln (2011, p. 29) state that a "research design describes a flexible set of guidelines that connect theoretical paradigms, first, to strategize the enquiry and second the methods to collect empirical data. A research design also specifies how the investigator will address two critical issues, representation and legitimization". The participants in this study were school managers who share comparable issues and challenges. Their shared experiences could be used to fundamentally change their daily operations.

1.10.3 Sampling

Kumar (2011, p. 93) states that "sampling is a process of selecting a few (a sample) from a bigger group (sample population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group". Sekaran et al (2013) illustrate that convenience sampling refers to the collection of information from members of a population who are conveniently available to provide this.

The size of this sample population was five school managers. This is due to the fact that these five school managers were readily available in Bloemfontein, which also prevented inhibiting factors such as travel expense, time and accessibility. In addition, school managers have a vast working experience with the educational system and within their positions have the ability to influence positive change.

1.11 Research Methods

This study used a reflective activity, one-on-one semi-structured interviews and a focus group session to generate data.

1.11.1 Reflective Activity and Focus Group Discussion

Cameron and Price (2009) state case study research is used to describe an approach that recognises and explores interconnectivities within a context. Case study research inevitably requires the use of multiple methods for data collection such as questionnaires, interviews, focus groups and observations. The study of exploring school managers' reflections on their experiences in managing CAPS adopted these data generation techniques to understand the issues that these managers experience with regard to high performance.

This study adopted an open-ended questionnaire to gather the reflections of school managers' experiences. The questionnaire also provided a metric scale with qualitative and quantitative input to ensure a robust statistical analysis.

Focus group discussions were held for the duration of thirty (30) minutes which was a valuable technique in enabling an understanding of the common themes among the participants. It also generated an opportunity to view different perspectives with regard to the experiences and performance of participants. This also provided a context for levels of conflict, levels of agreement and areas of synergy.

1.11.2 One-on-One (individual) Semi-Structured Interviews

One-on-one semi-structured interviews lasting thirty (30) minutes were utilised to allow flexibility, to encourage discussions and to ensure that the school managers could express how they feel with regard to their experiences. Price et al. (2009, p. 253) states that the "research findings are more valuable if the researcher includes actual quotations from people who took part in the research within the workplace". Based on my current engagement with these school managers, a level of trust has been developed and as a result, the school managers were inclined to have more relevant, open dialogue and this helped provide meaningful insight for the study.

1.12 Data Analysis

According to Kumar (2011, p. 138) there are two types of data, namely primary and secondary data. For the purpose of this study, primary sources include finding out first-hand the attitudes of the managers, job satisfaction, behaviours and actions. Whereas secondary sources are a collection of data with regards to journals, articles, magazines, periodicals and books.

This study focused on primary sources of data as it is most suitable to have one-on-one semi-structured interviews and focus group contact with regards to obtaining accurate information.

Zikmund, Babin, Carr and Griffin (2013, p. 135) describe "data analysis as making sense of data by means of numbers, visuals, visual portraits, meaningful characterization, interpretations and other expressive descriptive. The findings of the analysis from the participants will be characterized using common themes, groupings and expressive descriptive". Dhunpath and Samuel (2009, p. 12) describes the grounded theory approach as akin to research aiming at generating hypothesis as an outcome of the researcher. The two fundamental characterizations of the process could be negotiated analysis and guided analysis. The first characterization of analysis being development by the researcher with input of the research participants and the second entails developing categories however; analysis guides the categories through interaction of the data.

This study will use the guided analysis approach which will ensure that all the data inputs are considered and the inter-phase of common themes from participants become relevant with regard to analysis and findings.

1.13 Ethical Clearance

From an ethical point of view, the researcher should include the best possible control in a study to ensure that a maximum amount of information can be gained. According to Graziano and Raulin (2013, p. 99) "it is important to realize that participants have a right to decide whether they want to be a part of the study or not. The participants also have a right to withdraw at any time". Price et al. (2009, p. 117) identify "ethics as that of a branch of philosophy which is concerned with human character and conduct, a system of morals, rules and behaviour".

Participants in the study received a clear explanation, thereby enabling them to make an informed decision whether or not to voluntarily partake. It was necessary to obtain permission from the Department of Basic Education although the participants have been involved in the research activities on weekends and during private time. Participants were informed of their right to withdraw at any point that they may have felt discomfort. They were also given the opportunity to remain anonymous. An assistant researcher (a retired school manager) from outside the participant group conducted the interviews to ensure that objectivity was maintained. Audio recordings were only conducted with consent from the participants. The study did not infringe on any personal character of the participants and did not impact the reputation of teachers, learners, the Department of Basic Education and school governing bodies.

1.14 Trustworthiness

David, Gast and Ledford (2014, p. 2) state that "scientific methods require investigator objectivity and reliability of measurement. On the other hand trustworthiness is based on the researcher's ability to see things objectively, clearly and concisely". It further contains language that is easily understandable and the respondent must understand what the researcher is asking. They also state that an interview is a structured conversation whereby the researcher has in mind particular information that he/she wants from the respondent with regard to opinions or impressions or some information that will be essentially different from other respondents' answers.

Shenton (2004) suggests the conformability is concerned with whether the findings reflect the experiences and ideas of the participants and not the researcher's prejudice. To reduce the effects of bias I have not influenced the findings in anyway; I involved my supervisor to ratify the findings to ensure that results were coherent and consistent. Yin (2009) illustrates that by using different methods in data collection, this will compensate for the limitations that each method has. I encouraged honesty from participants and emphasised that the purpose of this study is to establish findings that may improve their experiences with regard the CAPS implementation process.

Shenton (2004) implies that dependability within a qualitative research study should be reported in detail. The detail of the study was extensively reported giving detailed descriptions of the process and methodology which ensured the research could be repeated if needed. The

questionnaire was clear, concise and pertinent to school managers' experiences. During the answering of the questionnaire, the researcher was available to ensure clarity and understanding where needed. The semi-structured interviews and focus group sessions were audio taped and transcribed. Copies of these transcriptions were sent to the respondents to ensure validity, honesty and transparency.

1.15 Anticipated Problems / Limitations

Only five school managers participated in this study. It was not possible to include all school managers in the Bloemfontein area due to accessibility and time constraints. School managers might not have freely disclosed information to me bearing in mind that I assist them with fundraising. To overcome this challenge I used an assistant researcher to ensure credibility and reliability.

1.16 Chapter Overview

1.16.1 Chapter 1

Chapter one aims to provide the reader with the background and purpose of the study. This chapter also presents the title, focus, purpose and location of the study. It outlines the rationale as well as my personal reasons for embarking on this study. The literature provides an understanding of school managers' reflections that are relevant to this study. Chapter one also outlines the research design and methodology used.

1.16.2 Chapter 2

Chapter two provides the reader with literature that is based on management principles, incorporating school managers' reflections on the basis of them achieving the intended curriculum, implemented curriculum and achieved curriculum. Furthermore, it draws a comparison between the performance curriculum and the curricular spider web concepts which make up the conceptual framework.

1.16.3 Chapter 3

Chapter three outlines the methodology used in this study to achieve the research objectives. This chapter highlights the research design (interpretivist paradigm). It furthermore highlights the participants (five school managers) and research methods used which were a reflective activity, one-on-one semi-structured interviews and focus-group discussions. This chapter indicates sampling (convenience and purposeful sampling) and trustworthiness, underpinned by credibility, transferability, dependability and conformability. Guided analysis (inductive and deductive reasoning) was applied. Ethical issues and limitations were also taken into account.

1.16.4 Chapter 4

Chapter four presents the analysis, discussions and findings from school managers that were obtained in the data generation process. This chapter demonstrates how guided analysis was used to follow the concepts of the curricular spider web. Furthermore it highlights how concepts are positioned and structured into themes and categories.

1.16.5 Chapter 5

Chapter five concludes the purpose of the study in evaluating the findings and making recommendations. The purpose of this study is to understand managers' reflections, to explain what it is that informs manager's reflections, and determine what could be learned from these reflections.

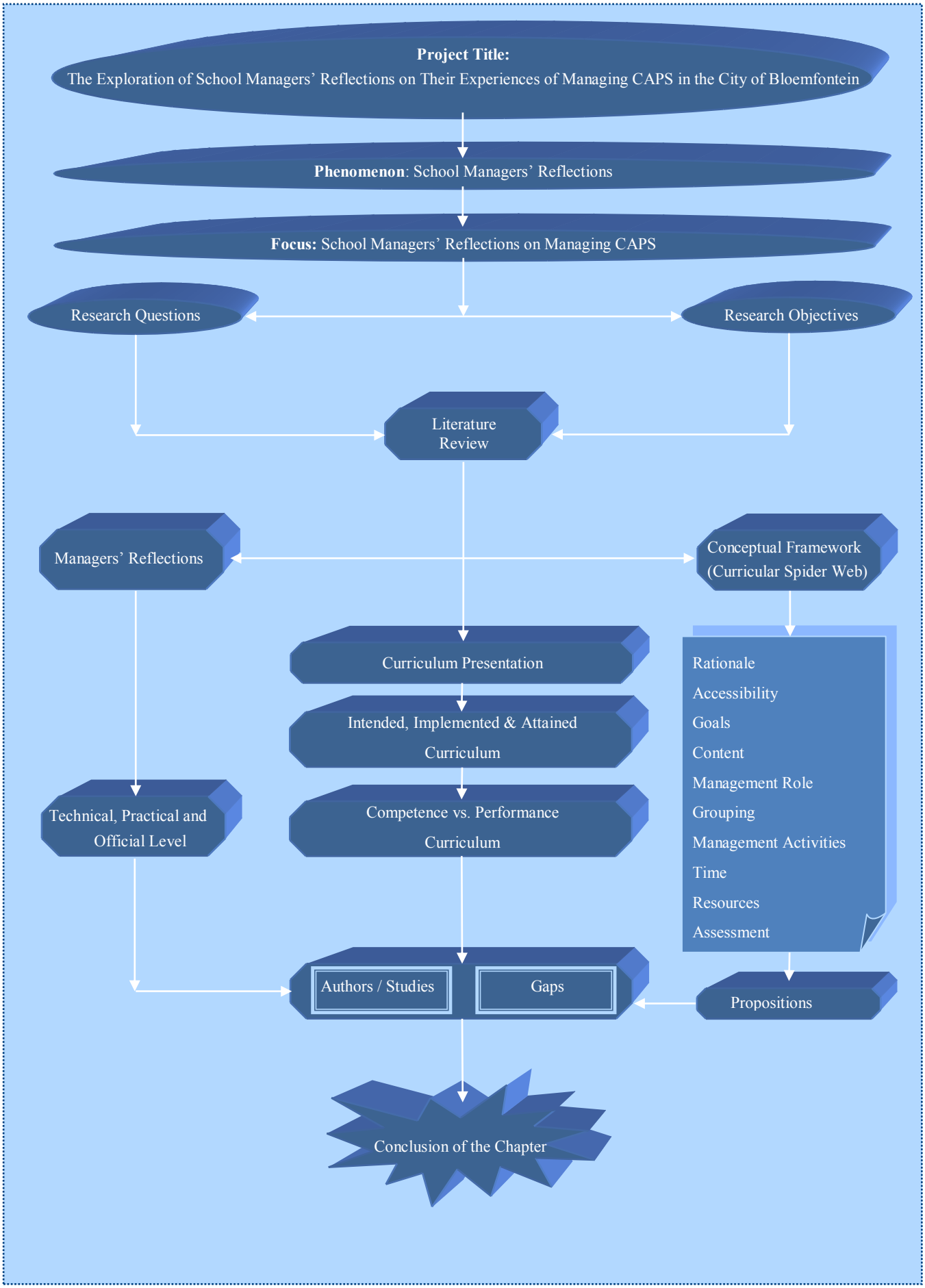
CHAPTER 2

The Review of the Literature

2.1 Introduction

This chapter presents the review of the literature as based on the research phenomenon of managers' reflections on their experiences of managing CAPS. The literature review identifies the need for school managers to be both good managers and good leaders. The literature is based on the effectiveness of a manager from general management principles (which also includes school management principles) to demonstrate the knowledge, skills and competencies school managers need to manage effectively. Competent leadership in nurturing, developing high performing teams and motivating teachers are critical characteristics of a good school manager. The use of the curricular spider web will characterise themes in order to present the literature review. Hence, this chapter aims to explore managers' reflections on their experiences of managing CAPS and intends to understand and explain what informs these experiences and how school managers could learn from these experiences in order to become better managers. The following diagram, Figure 2.1, is a representation of the various themes that will be highlighted in the literature review.

Figure 2.1: Chapter 2 flow chart



2.2 The Phenomenon – School Managers' Reflections

Dewey (1933) revealed reflection to be a particular form of problem solving entrenched in scaffolding of experiences and events that should be understood as a vigorous and conscious cognitive process. Further to this Killen (2007) illustrates that reflection is when one views the past, considers what occurred and how it occurred. This indicates that a reflection process is not just looking at surface level, but examining in depth what school managers and teachers do, why they do it and how they do it and the consequences that will shape their future actions. Furthermore, Khoza's (2015a) interpretive case study explored student teachers' reflections on their practices of the Curriculum and Assessment Policy Statement. The results revealed that when people are afforded opportunity to reflect it enables self-reflection, verbal reflection and written reflection which is crucial to enhancing thinking capacity. Therefore it is essential for school managers to constantly engage in self-reflection that will provide a pathway for self-development.

2.3 Curriculum

Rao (2010) reveals the curriculum to be a canvass of knowledge-content or subjects, and education to be the method by which these subjects are conveyed to learners. It is the school managers' responsibility to ensure that this process is managed effectively. Furthermore, Arulsamy (2010) indicates that curriculum embraces all the experiences which are used by the school to achieve the ambitions of education.

Van den Akker (2003) determines three categories in which curriculum can be characterized. Firstly, the intended curriculum embraces the rationale or basic philosophy underpinning a curriculum. Secondly, the implemented curriculum relates to the perceived interpretation by its users (especially teachers), and this further embodies the operational process of teaching and learning (curriculum in action). Thirdly, the attained curriculum covers the scope of experimental or learning experiences perceived by learners. It is essential for school managers and teachers to work jointly in achieving a smooth operational process to the ultimate benefit of the learners.

Additionally, Carl (2012) identifies that complexity or uncertainty should not stand in the way of doing something new or doing things differently. This gives the opportunity for school managers

to think innovatively and differently on how to solve problems and improve processes to achieve quality outcomes.

Hoadley and Jansen (2012) point out that the intended curriculum is often not limited to one document. It comes in numerous documents that provide a framework of content for learning areas and subjects and these documents pertain to various levels of curriculum. The intended curriculum (as a plan) and the enacted curriculum (as practice) need to be well thought out during the implementation phase in order to enable the smooth implementation of the programme. Jansen (2012) states that both the product curriculum and curriculum process have an interdependency, and both have to be considered equally to ensure successful implementation. Therefore it is vital for school managers to consider the entire curriculum framework, activities and processes that are needed in implementing the curriculum successfully.

Furthermore Marsh (1998) suggests that implementation is the tangible use of a curriculum/syllabus or implementation occurs when school managers and teachers ratify the curriculum plan; Marsh goes on to say that this is the most critical time when curriculum implementation is likely to be unsuccessful. Fullan (1989) adds to this and outlines implementation as curriculum change that involves renewed behaviours, practices, philosophy and values. Implementation, therefore, involves changes in how school managers and teachers execute their duties continuously to improve the quality of learning. Taking this into consideration school managers should have the ability to identify change where needed, implement new ideas, behaviours, values and norms in a constantly changing learning environment. Furthermore, school managers and teachers should be involved in the curriculum design as they are responsible and need to take ownership of the process.

In addition Taole (2013) conducted a study to investigate what the conceptions are and how they may possibly influence curriculum implementation in the future. A qualitative design method interviewing ten school managers was used to generate data. The findings showed that curriculum review was a concept that was not entirely understood. It was thus recommended that school managers should be given support when it comes to curriculum innovation and implementing change.

Van den Akker, de Boer, Kuiper, Letschert, Nieveen and Thijs (2009, p. 9) define the curriculum as a "plan for learning" which also embraces how curriculum issues should be interpreted, understood and shared. In addition Van den Akker (2010, p. 180) addresses these issues with the

illustration of the curricular spider web to ensure simplicity and understanding, i.e. **rationale/vision, accessibility, aims/objectives, content, teacher role, location, time, teacher activities, resources and assessment.** These concepts are unpacked and explored in the literature review in relation to the school managers' experiences to provide context and meaning to the curricular spider web framework of this study. The concepts are as follows:

- ***Rationale / Vision***
  Reasons why school managers manage the implementation of CAPS?
- ***Accessibility***
  What are the physical, economical, financial and cultural aspects influencing the implementation of CAPS?
- ***Aims / Objectives***
  What are the goals towards which school managers manage the implementation of CAPS?
- ***Content***
  What management capability and content material are school managers using to develop and inspire teachers to enhance their performance in managing the implementation of CAPS?
- ***Management Role***
  How do school managers facilitate teaching in the implementation of CAPS?
- ***Grouping***
  Who do school managers manage in the implementation of CAPS?
- ***Management Time***
  What processes or creative activities are school managers using in the implementation of CAPS?
- ***Resources***
  What tools are school managers using to manage CAPS?
- ***Assessment***
  How do school managers assess teachers in the implementation of CAPS?

2.4 Curricular Spider Web

The curricular spider web, according to Van den Akker (2010), will be used to generate the themes that reflect school managers' experiences in managing CAPS as a framework in the literature review. Table 2.1 lists the concepts to be discussed.

Table 2.1: Curricular spider web concepts to be discussed

Concepts	Propositions	Studies
Rationale / Vision	Personal (Pedagogical) Content Reasons (Studies) Societal Reasons (Beneficial)	Van den Akker (2009), Berkvens (2014), Khoza (2015a), Schiro (2013), Bernstein (1999), Dada et al. (2009), Khoza (2015b), Berkvens et al. (2014),Roche et al. (2012)
Goals	Aims Objectives Outcomes	Kennedy et al. (2006), Donnelly et al. (2005), Khoza (2013), Khoza (2014a),Khoza (2015b), Berkvens et al. (2014), Bloom (1971), Bond (2011), Kennedy et al. (2009), Motshekga (2011), Mantsose (2013), Karakas (2013), Bantwini et al. (2011), Bagraim et al. (2011)
Available Resources	Hardware resources Software resources Ideological-ware resources Human Resources	Khoza (2012), Khoza (2013), Solomon (2009), Choi-Koh (1999), Solomon (2009), Sammon and Becton (2001), Karimidizboni (2013),Nichols et al. (2012)
CAPS Content	School Manager Role Competencies	Berkvens et al. (2014), Hoadley et al. (2013), Carl (2012), Salvador (2014), Smith et al. (2011), William et al. (2008), Petkovski et al. (2014),Carlos et al. (2013), Raihani (2008), Argyriou et al. (2014), El Warfal et al. (2014), Luen et al. (2014), Persson et al. (2005), Eyal et al. (2011), Tajasom et al. (2011), Raman et al. (2015), Ian (2015), Wahab et al. (2014), Harris et al. (2006), Handford et al. (2013), Höög et al. (2009)
Management Role	Employee Empowerment Team Management Total Quality Management Kaizen Philosophy	Stukalina (2010), Grumdahl (2010), Singh and Singh (2009), Suárez-Barraza and Rodriquez-Gonzáles (2015), Drennan et al. (2012), Carter (2009), Kearns (2007), Gentry et al. 2011, Jorgensen (2012), Price (2009), Harrison et al. 2013, Berger et al. (2011), Dotlich et al. (2011), Grobler et al. (2012), Pienaar et al. (2011)
Management Time	Effective Planning, Managing, Leading and Controlling Capabilities	Grissom et al. (2015), Msholo et al. (2014), Robertson (1999), Fitsimmons (2008), Horng et al. (2009), Gamge et al. (2003), Trinka (2005)
Accessibility	Physical Access Financial Cultural	Berkvens et al. (2014), Bernstein (1975), NEPI (1993), Jansen (2008), Cartledge et al. (2008),Cantrell et al. (2011), Fataar (2013), Jaffer's (2010)
Occupational Stress	Impact on Managers and Teachers	Sidle (2008), Sen (2008), Riaz et al. (2011), Bashir (2012), Shiet-Ching et al. (2011), Malik et al. (2011), Jarinto (2011), Meško et al. (2013), Kayastha et al. (2012), Atteya (2012), Naqvi et al.(2013), Khojamli et al. (2014), Halkos et al. (2010), Bradley et al.(1994)
Grouping	Learning Facilitation	Msila (2014), Makgopa et al. (2013), Harvey et al. (2013), Mestry et al. (2012), Lemmer et al. (2004)
Teacher Assessment	Formative Summative Continuous Assessment 360-Degree Feedback Self-Assessment	Kennedy et al. (2006), Smeets (2005), Berkvens (2014), Maclellan (2001), Curriculum News (2010), Overeem et al. (2009), Tillema (2009), Taras (2010), Bansilal et al. (2010), Grobler et al. (2012), Höög et al. (2009), Hoadley et al. (2013) Berkvens et al. (2014), Van der Rijt et al. (2013)

2.4.1 Rationale / Vision of Managing the Implementation of CAPS

Van den Akker et al. (2009) indicates that rationale is an outcome to the question as to why specific subjects and content is managed and taught in schools. This means that subjects and content should be evaluated in the management and teaching process. Furthermore, Berkvens (2014) reveals that school managers' reflections on rationale should be based on three inclusive concepts: personal rationale, content rationale and societal rationale; therefore it is essential that school managers inclusively reflect on these three perspectives in order to understand the reasons as to why they are managing.

In managing the curriculum implementation, the rationale/vision is divided into three segments: personal reasons; societal reasons; and content/professional reasons (Berkvens et al., 2014). Personal reasons for managing places the individual school manager at the centre of managing teaching and learning in their respective schools. Therefore the rationale/vision for managing curricula supports an environment that helps school managers, teachers and learners create their own distinctive characteristics. When school managers support teachers and learners to create and develop knowledge, it translates into personal meaning. Furthermore Schiro (2013) suggests that personal meaning relates to knowledge that varies from person to person and has personal value to each individual. Therefore school managers develop knowledge as a result of their management experiences at a given point in time. The school managers' personal reasons enable them to identify whether they are considering societal, professional or content reasons in the way they manage. It is therefore clear that personal reasons form the basis of societal, content and professional reasons which are based on choices that individual school managers make.

Societal reasons hold society as the centrepiece of managing, teaching and learning (Schiro, 2013). In the teaching and learning environment it is referred to as competency/integrated/horizontal curriculum (Bernstein, 1999). The competency curriculum refers to subjects that are grouped together around a specific learning field. In South Africa during the period of 1997 to 2012, the competency curriculum had defined outcomes which were differentiated into several fundamental and five developmental and learning outcomes. In so doing, the achievement and measurement of these outcomes form the basis to determine the level of success for the curriculum vision. Therefore learning was mainly defined from a subjective point of view in the South African context. As such, the competency curriculum generates knowledge from a local source, as opposed to a universal source of knowledge. Therefore the assessment was mainly about what the learner has achieved from a local standard, compared to

what a learner may have achieved from an international standard perspective (Khoza, 2015a). In so doing, school managers and teachers were comparing learners' achievements and giving recognition to learners who have achieved more outcomes. As a result, society recognised learners who achieved more.

Professional/content reasons are the rationale/vision that upholds a discipline/profession as the cornerstone for managing, teaching and learning. In defining the management of a teaching vision, it is referred to as performance/collection/vertical curriculum (Bernstein, 1999). This implies that the cognitive sphere becomes more relevant than other spheres. The cognitive sphere is used to measure the learners' application of specific learning material. As such, the performance curriculum divides all subjects and separates them into stand-alone entities (themes, categories, cultures, philosophies and knowledge). The performance curriculum requires learners to acquire knowledge from lowest to highest levels. The performance curriculum was implemented in 2012 (Curriculum and Assessment Policy Statement, CAPS) whereby each subject has its own international standard. In 2014, the first group of learners completed grade 12 with the CAPS framework. There was a lower percentage grade 12 pass rate compared to the previous year which indicated that the Department of Basic Education, school managers and teachers did not have a full understanding of performance-based curriculum and are still managing using a competency based curriculum. A performance-based curriculum requires learners to be assessed according to international content standards. Therefore it is vital for school managers and teachers to gain a thorough understanding of Curriculum and Assessment Policy Statement (CAPS) in order to promote learners' achievements.

Dada, Diphalo, Hoadley, Khembo, Muller and Volmink (2009) imply that the implementation of CAPS is directed at enhancing the National Curriculum Statement, provided it addresses issues such as: teacher overworking, misunderstanding and poor learner performance. The document aims to improve synergy, understanding and develop a clear process that deals with content and assessment.

Khoza (2015b) conducted a case study of 22 university postgraduates specialising in curriculum studies. The study revealed that participants were not aware of the theories that underpin CAPS. As a result, due to a lack of understanding, they continued to teach in the same way they did throughout their years of teaching. The recommendation was made that the identification of theories that underpin CAPS should have been made prior to the implementation process. These studies demonstrate that there is a lack of understanding and support from the planning to the

execution stage of CAPS. This identifies a gap in the school managers' effectiveness in understanding CAPS and their ability to support their teachers.

Furthermore Berkvens, van den Akker and Brugman (2014) states that the rationale for learning can be viewed from three dimensions: the student; society; and subject. Firstly, the student embraces learning because it creates opportunities for better jobs, builds competencies and skills. Secondly, society benefits because students become contributing members and have a better understanding of society's values. Thirdly, subjects taught reflect on what society deem as being important. School managers and teachers have a greater responsibility in the formation and the development of learners to become valuable and skilled members of a future society.

Roche, William and Teague (2012) conducted a study to understand the importance of training and the monitoring of performance management in ensuring that employees are aligned with the organisational goals. The results indicated that when managers and employees are aligned in achieving the same goals, there is a reduction in the level of negative conflict and there is a synergy between employees and management. This is an indication that a gap could exist where school managers and teachers do not understand their roles. This could lead to conflict and misunderstanding between school managers and teachers.

2.4.2 Goals towards which School Managers Manage the Implementation of CAPS

Goals are a vital element of planning in managing teaching and learning. Kennedy, Hyland and Ryan (2006), Donnelly and Fitzmaurice (2005) and Khoza (2015b) suggest that goals towards which school managers manage teachers and teaching are based on aims, objectives and learning outcomes. Aims are described as broad general statements of the school manager's intention on how to manage teachers based on the content provided; objectives refer to specific statements of the management intentions of the school managers. This implies that learning outcomes are what learners need to achieve, display and understand. Khoza (2013) also suggests that aims are long-term goals and objectives are short-term goals. However, both short-term and long-term goals form part of the school manager's planning process. As a result, outcomes are constructed and achieved by both the teacher and the learner at the end of a learning period or lesson. Outcomes are determined according to specific observations and measurements.

Khoza (2015b) indicates that rationale, aims and objectives are essential for valuable teaching and learning to take place. Educators need to be able to recognise and process curriculum/subject

learning outcomes as stipulated. Whilst it is clear that rationale, aims and objectives form part of the overall CAPS framework, a gap exist in understanding how teachers and school managers reflect on the outcomes in order to evaluate the process further to this, both Kennedy et al. (2006) and Khoza (2015b) assert that aims in the implementation of curriculum provide a broad purpose of the content that needs to be taught from the intended curriculum. Therefore it is vital that school managers understand the subject matter that needs to be taught, based on broad aims defined for different subjects. In addition, objectives give a school manager insight with regard to managing the teaching process; Khoza (2013). School managers must have control and monitoring processes in place to ensure that teachers implement the CAPS process effectively.

Furthermore, Donnelly and Fitzmaurice (2005), Khoza (2014a) and Berkvens et al. (2014) emphasise the issues and challenges of learning outcomes in their studies. These studies conclude that learning outcomes are determined by the learners' understanding and perspective of the intended curriculum. These studies illustrate that learning outcomes are also determined by Bloom's (1971) taxonomy of learning which include: knowledge, comprehension, applying, analysing, synthesising and evaluating. This indicates that learning outcomes are evaluated from students' achievements. In understanding the formulation of learning outcomes, school managers will be able to assist teachers to reflect on learning outcomes in the teaching environment.

Bond's (2011) paper suggests that students' success is the main focal point of schools' objectives and all teachers should perform leading roles improving the process of learning. Instead of waiting until they gain experience, teachers should take positive steps to gain knowledge, skills, and dispositions of teacher leaders whilst in training. This will prepare them to develop quicker and deal with teaching challenges more effectively. This builds a case for school managers to provide on-the-job training for newly qualified teachers so that they are developed at a faster rate and can deliver similar quality lessons to that of more experienced teachers.

Kennedy, Declan, Hyland and Ryan (2009, p. 4) explain that "learning outcomes must be capable of being assessed". It is thus recommend that when writing learning outcomes, there should be six learning outcomes for every module taught. Furthermore, learning outcomes should be precise and clear. This highlights the importance for school managers to provide clear direction, ensuring that there is a positive relationship between the intended curriculum and the attained curriculum. To highlight this further Motshekga (2011) indicates that assessing learners for attained learning outcomes, formative and summative assessments are crucial. Formative assessment (assessment for learning) is an element of learning when learners are assessed for

their gathering of relevant information. This suggests teachers and school managers were there to support if required without necessarily grading learners (it frequently takes place during the learning processes). Summative assessment (assessment of learning) is a summary of the formative assessment of their learners' achievements of learning outcomes, where teachers and school managers are grading their learners (it frequently takes place at the end of learning processes). Whilst it is important for learning outcomes to be assessed from a learning point of view, it is equally important that the school manager is in a position to assess the teachers' outcomes in order to create synergy between what is taught and what is learnt. In so doing, the effectiveness of teaching can be monitored to identify the gaps in the teacher's ability to teach effectively.

Mantsose's (2013) article delved into perceptions teachers and school managers have about classroom assessment and how these perceptions influence their classroom assessment practices. The qualitative case study was done using semi-structured interviews and observations. The findings revealed that teacher and school managers' perceptions of assessment are influenced by the social and education context in which they find themselves and that their personal experiences of assessment also influence their perceptions of assessment. Whilst formative and summative assessments are frequently used, a gap exists whereby peer assessments could be incorporated to foster an even greater objective assessment process.

Karakas' (2013) study demonstrates how teachers reflect on their past experiences and speak about their teachers and the methods used when they were taught, and describe the aspects of effective and not so effective teachers. Data were generated from 62 teachers through questionnaires. Karakas says, the results showed that effective teachers are caring, loving, funny, and patient, show special in and out of class interest in students, and are fair to everyone. Not so effective teachers are out of temper, fear imposing, using abusive language, authoritarian, using violence, unfair and discriminating between students, and boring in class (2013, p. 3). The study demonstrates that teachers' personalities and characteristics impact their effectiveness in teaching. In the same way, school managers need to have a level of self-awareness fostering patience and caring. This will create a greater understanding that could lead to joint problem-solving and improving the learning environment in schools.

Berkvens et al. (2014) indicate that the specifics on what learners should be able to learn are dependent on the aims and objectives which can include societal values, subject matter and opportunities for students. In the South African context, the curriculum design includes aims and

objectives which address the broader societal needs, subject content and student needs within the framework of the CAPS document. However, the South African curriculum has future sustainability concerns because it does not provide sufficient guidelines on learning outcomes. With that in mind, school managers and teachers can easily be misled and confused, due to their own interpretation of what learning outcomes should be. This could lead to major inconsistencies in how different schools apply learning outcomes.

Bantwini and King-McKenzie's (2011) study provides insights into the reasons for not implementing curriculum standards. The findings revealed that teachers lack training and support. It was thus recommended that officials, including the Department of Basic Education and school managers, assess the needs of teachers in order to provide them with the knowledge and skills that they need to make them better teachers.

Bagraim, Cunningham, Pieterse-Landman, Potgieter and Viedge (2011, p. 5) further argue that "apart from planning, goal setting and feedback are essential for managers to create alignment with organizational goals and employee engagement". This suggests that there is further opportunity to examine a framework of alignment in terms of what is expected of a manager in setting team objectives and his or her ability to address high performance through continuous engagement.

2.4.3 Available Resources which Assist with the Management of CAPS

Resources can be described as tools that are used by school managers, teachers and learners in a learning environment. The most frequently used resources in the teaching and learning environment are chalk boards, calculators, textbooks and study guides. Khoza (2012) suggests that whatever tool is used in communicating learning can be described as a teaching and learning resource. Resources can be separated into three components which are hardware (machines), software (carriers of information) and ideological-ware (theoretical knowledge) (Khoza, 2012; 2013). Furthermore, Solomon (2009, p. 50) states that "books and its supplements, kits of hands-on materials, and software for computer-assisted instruction are called published curriculum materials".

"Hardware resources are any machines or tools used in teaching and learning and is both off-line and on-line situation"(Khoza, 2013a). The use of Technology in Education (TIE) and Technology of Education (TOE) helps the learners promote their understanding (Khoza, 2013a).

Thus Technology in Education (TIE) is "any teaching/learning resources one can see and touch" (Khoza, 2012a). Choi-Koh's (2010) study revealed that the use of computers without the teacher's assistance could not help learners to understand geometry because if a learner could not sketch geometrical diagrams, the learner will not be able to draw these diagrams on a computer. This is an indication that teachers firstly need to be computer literate and that learners need to understand the subject matter before they will be able to use computers as a learning tool.

Software is "any teaching/learning resources produced for hardware to display data or communicate teaching" (Khoza, 2012, p. 1). This indicates that software and hardware work in conjunction to communicate learning. Therefore software becomes vital as a teaching tool that assists the learner to understand the geometry content (Solomon, 2009). In the same way school managers need to understand the role hardware and software play in the way they communicate with teachers, for example, if school managers make use of e-mail as a form of communication they need to ensure that teachers have access to e-mail and that teachers understand that e-mail is a form of communication. Furthermore teachers should also be proficient or literate in the use of e-mail.

"Ideological-ware are resources that one cannot see or touch like teaching strategies and theories" that are used during the teaching process (Khoza, 2012a). Bearing that in mind it is critical for school managers to equip teachers with the necessary skills that will enable them to understand curriculum content, to conceptualise and analyse subject material and present it to the learners in such a manner where they will have the ability to understand and master the learning content.

Resources, according to Khoza (2012a), are defined as anything that facilitates/initiates learning or "any person or thing that communicates learning". Khoza (2013a) conducted a case study on university lecturers who were in the process of using the online environment in the teaching of their modules. The study scrutinised the hardware/tools/machines/objects used in education. The findings revealed that learning should not be about technology (hardware/software), but rather about ideology. So, therefore, it is essential for school managers to make sure that their teachers are seen to be their most valuable resource as they are responsible for imparting knowledge and understanding to the learner.

Sammon and Becton (2001) state that school business partnerships contribute much-needed resources to schools, enabling learning, positively contributing to teachers and administrators'

efficiency. Strategic partnering can also support educators and equip students for better job opportunities in the 21st century. Moreover, Karimidizboni (2013, p. 7) identified that manpower planning is one of the most critical tasks of human resource management which has a significant bearing on other aspects of management performance. In so doing whilst it is important to ensure that managers attract and retain high quality individuals, it is important that they nurture and develop their skills. This suggests that whilst it is important for school managers to attract and retain teachers of high calibre, it is further important that they are developed and trained with systems and processes to ensure that they are effective, which reinforces the view that if teachers make use of computers in teaching, school managers should ensure they are computer literate and have a sound ability to execute teaching through the use of computer hardware and software.

Nichols, Maynard and Brown (2012) investigated how the use of the internet is becoming more important in the creation and transmission of resources for literacy teaching, and in the process this is changing teachers' relationships with educational resources and professional stakeholders. The study examines four online resource networks established exclusively for educators: TeacherTube; TES; TWRC Tank; and Teacher Toolbox. The findings established literacy teaching resources and associated activity on these websites are becoming more useful in school management professionalism. In the modern day, new digital literacy methods are valuable resources in progressive teaching and learning practices. Although technology has value in teaching, teachers need to be skilled, trained and proficient in the use of technology in order to make teaching effective.

2.4.4 CAPS Content

In studies conducted by Berkvens et al. (2014); Kelly (2009); Hoadley and Jansen (2013) and Carl (2012) the formulation of subject content is dependent on the subject topic that is taught from a practical, experimental and subject knowledge perspective. These studies further highlight that curriculum implementation should start with what knowledge (subject knowledge) needs to be understood by the learner and what subject matter need to be taught as per the intended curriculum. So, in essence, the subject matter and subject knowledge are vital components of the intended curriculum process. In so doing, subject content should be well balanced, planned and organised (Berkvens et al., 2014). In these studies it becomes clear that school managers and teachers should understand subject matter they teach as part of the intended curriculum. This suggests that content can be described as an approach which fosters knowledge

and the performance curriculum and builds a school's knowledge capacity (Hoadley and Jansen, 2013).

Hoadley et al. (2013) suggest that teachers are scholars who are proficient in all topics concerning their subject. Teaching begins with the teacher having a thorough knowledge of what needs to be taught and how it should be taught. Teaching culminates in a two way understanding for both the teacher and the learner. The implication for the school manager is that he/she should be in a position to measure the effectiveness of teaching and learning. Whilst it is important to illustrate the importance of content with regard to CAPS, it is critical for the sake of this study to delve deeply into the management capabilities of school managers in relation to the managing environment (content).

School Managers' Leadership Style

Vivas-Lópezand Salvador's (2014) study was designed to uncover whether certain managerial and organisational design conditioning elements related to teamwork design and dynamics, foster and develop learning processes within the organisation, across different levels (individual, group, and organisational/institutional). A model connecting teamwork design and organisational learning was tested in a sample of large Spanish companies. Results emphasised that the disparity between an individual/group and an institutional level of learning are represented by two pillars, namely, knowledge and creation processes. The results also draw attention to the role of team autonomy and creativity as fundamental factors for successful knowledge management, especially for individual and group learning levels. This suggests that school managers should collectively look at individual and teacher group learning in order to create an environment where knowledge is transferred through the creation of dialogue and conversations.

Management Content: How a Manager can facilitate in Teacher Development

According to Smith, Cronje, Brevis, and Vrba (2011, p. 6)indicate that in order for organisations to reach the objectives and goals as productively as possible it is critical that managers focus on four fundamental areas which consist of planning, leading, organizing and controlling. These characteristics or competencies have to be deeply entrenched in individuals performing managing functions in order to ensure productivity, enable efficiency and effectiveness. This suggests that each and every manager should understand these fundamental functions in order to increase his/her performance.

Gentry,Harris, Baker and Leslie (2008) conducted a study in the USA with the aim to show how changes in the workplace may have corresponded with shifts in the importance of managerial skills over the past 15 years and to identify managerial skills needed at different levels and functions in today's work context. The study used a survey method of field research, using 7389 managers from 1988-1992 and 7 410 managers from 2004-2006. The findings established that managerial skills important in the 1980's are relevant today. However, the importance of 'relationships',' administrative/organisational ability' and 'time management, have shifted over the last 15 years. This paper also recognises which managerial skills are important at different levels and across different functions of an organisation in today's work environment.

Petkovski, Konstantin, Joshevska and Fanche (2014) inferred that contemporary management in the intellectual capital of an organisation is a major determinant for efficient and effective operations of the organisation. Teamwork means quality leadership which is necessary for successful team management. A team leader's task is to build relationships and atmosphere in the team. School managers also have leadership responsibilities to create and build high performing teams of teachers whilst building a culture of learning.

Ruiz, Wang, and Hamlin (2013) conducted a study to identify what people in Mexican organisations perceive as effective and ineffective managerial behaviour. The study was based on the grounded theory approach. Interviews were conducted with 35 participants from six different companies located in Yucatan, Mexico. They wrote that "The results indicated that effective managers in Mexico are considered approachable, democratic, fair, considerate, understanding, supportive, caring and hard working with problem solving skills" (2013, p. 7). This is an indication that school managers need to have leadership skills so that they understand the needs of teachers and learners, are able to identify problematic areas and can solve problematic issues such as lack of teacher training and understanding. This study indicates that school managers need to constantly be aware of their management behaviour. It further indicates that school managers should treat all the people they manage objectively, in order that teachers perceive the school manager as being unbiased and could positively respond to change, innovation and feedback.

Raihani's (2008, p. 6) study sought to explore principals' leadership in successful Indonesian secondary schools from the perspectives of multiple sources of data. Within each, individual or group interviews were conducted with the school manager, vice-manager, three teachers, one support staff member, two groups of students, one group of parents, and the school committee

president. The collected data were transcribed, coded and categorized following the emerging themes, and interpreted using inductive and deductive methods. The findings revealed that whilst confirming several common practices of successful school leadership from earlier research, the school managers from the three successful schools in Yogyakarta also demonstrated significant differences, particularly in terms of beliefs and values that underpinned their leadership. These values include Islamic and cultural beliefs and values which were strong and enduring, and which were articulated in the school leadership and strategies. The school managers demonstrated ability in developing the school vision, setting strategies, building capacity, and establishing a broader network to achieve the benefits of school improvement. If a comparison had to be made in a South African context, diversity amongst cultures and race groups play a pivotal role in how a school manager should manage. The school manager needs to be aware of different cultural groups, however, the values of the school should be based on common ground, for example respect and trust could form part of the schools strategic vision and can be shared by teachers and learners, building towards creating a successful and sustainable learning environment.

Argyriou and Iordanidis (2014, p. 6) investigated the importance school headmasters attach to a number of activities associated with the effective performance of their duties. The aim intended to examine the potential of these school headmasters to exercise their role and work within the highly bureaucratic and hierarchical Greek educational system. These activities include (a) establishment and realization of a common vision and mission of the school unit as well as its culture identification and formation, (b) teaching and tutoring of students, (c) management and development of the educational personnel, (d) conducting of administrative affairs and management of resources, and (e) good relations with parents, entities of external environment of the school unit, and the local community. The study found that the headmasters consider activities concerning their bureaucratic/conductive role as well as their leading behaviour as ‘very important’ at very high percentages (over 70.0%). However, tasks involving them in administrative issues are, according to them, ‘less’ up to ‘least important’ so that their role is effectively fulfilled. Statistically significant diversifications have been observed in certain activities associated with the efficient performance of their duties in relation to their gender, years of experience in leadership position, and the size of the school unit. This study suggests that school managers are constantly managing internal and external sources, therefore it is critical for them not to lose sight of what is very important and what are the least important aspects of their roles.

El Warfali, Salem and Yusoff's (2014, p. 4) study intended to identify the training needs of school managers and teachers. Data were generated through a questionnaire from 420 school managers and teachers. They describe their results saying that the most important training needs of the school managers and teachers in terms of classroom management were: (i) training on how to improve students' behaviour through the development of codes of conduct for the students at the beginning of the school year, (ii) training on efficient time management to achieve the objectives of the classroom session, and (iii) training on means of modifying the abnormal behaviour of the students. This study indicates that if a code of conduct is not entrenched or embedded in a school, then school managers and teachers will find it difficult to manage classrooms effectively, considering that some schools have large classrooms and ill-disciplined learners could negatively affect learning in the classroom. Therefore it is vital that school managers and teachers are aware and trained so that classroom learning is effective at all times.

Furthermore, Lai, Luen, Chai and Ling's (2014) study aimed to examine the impact of principle leadership styles on teacher organisational dedication in high performing schools in the state of Perak, Malaysia. Data were generated from 240 teachers from 19 high performing schools through a questionnaire. The findings illustrated that transformational leadership positively impacted teachers' dedication. As a result, teachers in these schools performed their duties at a high level. This suggests that school managers need inherent leadership skills and must be constantly aware of the impact of their leadership styles on teachers, learners and the overall performance of the school.

Persson, Andersson and Lindström (2005, p. 1) commissioned a study to determine "What makes a school manager successful? And what does a successful school manager do?"Data were generated from interviews, questionnaires, observations and pupils' essays, and consisted of the criteria by which different parties involved in schools assess the success of school managers. The results indicated that successful school managers should lead teachers effectively, monitor learners' achievements and manage parents' expectations in order to build a strong learning culture.

Eyal and Roth's (2011) study aimed to examine the relationship between educational leadership and teachers' motivation. Data were generated from 122 Israeli teachers on the relationship between educational leadership and teachers' motivation. The results discovered that good educational leadership had a positive impact on teacher motivation, job satisfaction and quality of work ethic. This indicates that school managers also need to understand what the teachers'

understanding is regarding content. Further to this, the ability of how the teacher responds to the school manager is based on the school manager's understanding of knowledge and individual teaching needs (educational leadership). If the school manager has an in depth knowledge and understanding of the issues that teachers encounter on a daily basis, they will be able to create the much needed trust relationship with teachers to ensure high teacher motivation which forms the basis of joint problem solving and improves performance.

Tajasom and Zainal's (2011) study explored what teachers think about school managers' leadership. A survey was conducted through questionnaires from 141 teachers in Malaysia. The findings revealed that teachers expect school managers to be professional in their conduct, to have some decision-making skills and be open to new ideas that could improve teaching and learning.

Raman, Mey, Don, Daud and Khalid (2015, p. 6), describe their studying saying that the main purpose of this study is to identify the relationship between school managers' transformational leadership style and secondary school teachers' commitment in the southern zone of Sungai Petani district in Kedah. A questionnaire was distributed to the respondents which composed of 235 teachers randomly selected from 10 schools in the southern zone of Sungai Petani district, Kedah. The results showed that there was no difference in the level of education and the level of transformational leadership style practiced by the school managers. The study also showed a significant relationship between school managers' transformational leadership and teachers' commitment where school managers' inspiring motivation dimension is the domain of transformational leadership style". This study suggests that when a school manager motivates and inspires teachers, teachers respond positively in terms of their commitment; therefore, school managers need to motivate teachers by engaging with them on a regular basis in order to get the best performance and commitment from them.

Wahab, Fuad, Ismail and Majid's (2014) study investigated the school managers' transformational leadership and their correlation with teachers' job satisfaction and teachers' commitment in the district of Temerloh, Malaysia. Data were generated from 240 teachers through a questionnaire. The result of the study demonstrated that if the practice of transformational leadership by school managers was at a high level, teachers' job satisfaction was high too; thus there exists a considerable relationship between the level of transformation leadership and teachers' job satisfaction, even when teachers' level of commitment was average. However, the results of the study demonstrated a significant relationship between the level of

transformational leadership and teachers work commitment. The inference of this study is that leaders should always ensure a high level of performance leadership and continually develop and nurture relationships with staff, which will positively impact on job satisfaction and high levels of commitment.

Harris and Barnes (2006) suggests that good leaders have the ability to convey messages through storytelling, in that leaders could share their personal experiences and situations they have dealt with in the past. In the same way, school managers can share their experiences when they were teachers which could allow teachers to learn and grow from these experiences. It could also foster greater synergy between school managers and teachers and improve the effectiveness of how teachers approach challenges.

Handford and Leithwood's (2013, p. 5) study sought to understand the importance of trust between teachers and school managers. Data were generated from twenty four teachers through semi-structured interviews. The findings revealed that teachers have high trust levels for school managers who display competencies in understanding curriculum implementation and who are consistent in their management behaviour. This study indicates that if trust needs to be built between school managers and teachers it is important for school managers to be competent in the way they manage CAPS. If this is not the case, teachers would not have respect for the school managers' ability to manage CAPS. This could lead to a breakdown in trust and would negatively impact on the consistent and sustainable way CAPS should be managed.

Höög, Johansson and Olofsson's (2009) study explored the characteristics of five successful school managers in Sweden. Data were generated from interviewing these school managers, observing school daily operations and interviewing teachers. The results identified that strong leadership skills were key in creating strong teacher teams and the ability to sustain school standards made these school managers achieve high performances.

2.4.5 Management Role and Facilitating Teaching

Stukalina (2010) highlights the important role Total Quality Management (TQM) plays in improving quality and addressing educational issues in curricula. Total Quality Management processes can be used by school managers in achieving quality education outcomes. TQM focuses on tools, processes and feedback mechanisms that identify quality issues and set a course for corrective action with the desire to achieve the highest quality standards. Further to this,

Grumdahl (2010) conducted a case study at the University of Minnesota which comprised of 65 teachers to understand the impact of implementing TQM. The findings firstly revealed that TQM had been successfully implemented in three schools by using systems and processes that teachers fully understood which had a positive impact on learner outcomes. Secondly, school managers played a more active role in providing leadership, direction and guidance in terms of teacher development. Thirdly all schools showed improvements in learner achievements. Lastly, Total Quality Management aligned strategic planning to implementations and actions directed at learning. Therefore TQM demonstrated a positive result in the schools' overall performance (improving teachers' skills, improving administration efficiencies, creating a culture of learning and improving learner achievements).

Singh and Singh (2009, p. 2) emphasise that "Kaizen is a management technique that focuses on continuous improvement in performance through focusing on quality and the minimising of costs and also ensuring that employees have optimum job satisfaction whilst creating clear processes on how workflow implementation should be executed". Suárez-Barraza and Rodriguez-González (2015) also explored the effectiveness of Kaizen in a business school. The findings established that firstly, through creating clear processes and constant monitoring, improvements were made in learner achievements, and secondly, teachers improved their skills as a result of defined processes and through the constant feedback they received.

Drennan, Ramsey and Richey (2012, p. 36) conducted a study to determine what the world's greatest managers do. In the largest study of its kind, 80 000 supervisors and managers and 1 million employees in 400 top-performing companies were surveyed to ascertain what the world's greatest managers do. The findings significantly indicated that the first-line manager (supervisor) play a pivotal role attracting and retaining talented employees. They say no matter how generous the pay, training or status, a company that lacks great first-line managers will suffer. The top five core leadership skills for motivating a group toward a common goal are: 1. giving positive recognition, 2. building teams, 3. setting team goals, 4. keeping score publicly, and 5. positioning supervisors as trainers. These goals highlight the need for school managers to direct teachers and also build cohesive teams. It also emphasises the need for teachers to have a common goal in the implementation of CAPS.

Carter's (2013) study examined how the behaviour of organisations plays an important role in empowering employees. Focus group sessions were held with managers and employees from three hundred and ten companies in the United States, Europe and China. The results revealed

that employees responded positively when they are included in the decision-making process and had increased levels of productivity when they are included in process and implementation design. This demonstrates the need for curriculum designers and the Department of Basic Education to involve school managers and teachers in the formulation and planning of curriculum. In so doing, they will be part of the entire process that could result in better productivity and ownership of CAPS implementation. Furthermore Kearns (2007, p. 69) illustrates that "Great managers are the same as great coaches. They lead and guide their team to success. Leading and coaching a team is all about bringing out the internal advantages that enable individuals to help achieve great results and the personal and professional success that comes with results. "Employees can choose at which level they want to perform. The manager's role is to help the team start performing at the best level possible, to get them using their mental advantage to move past opponents and score those winning goals. Just as the ultimate prize for an Olympic athlete is the gold medal, the goal for employees is to get the most out of their career. Here are five key elements to leading for success: 1. perspective, 2. imagery, 3. energy management, 4. focus, and 5. hard work.

It is also the task of a school manager to lead teachers to a position where they are able to feel like winners. This comes with direction and focus that teachers will need through an energised approach from a school manager that will build a hard working ethos amongst teachers.

De Vries and Kortov (2011, p. 2) conclude that a "manager's approach to their responsibilities by reference to their values, characteristics and beliefs within the work place is instilled in them from childhood". This is showed in the way that they overcome challenges and use their inherent characteristics to perform and their duties. This is an important observation that illustrates diversity in gender, race, language, equality and maturity. This indicates that school managers have an inherent passion for what they do based on their inherent values and beliefs. The challenge lies in how the school managers act to demonstrate these qualities. It would be easier for teachers to pick up on this behaviour and this may to inspiring them to follow in the footsteps of the school managers.

Jorgensen (2012) believes that due to experience in coaching, managers create the opportunity for on-going relationships to be established between employees and managers. In the same way school managers have the opportunity to explore on-the-job training and peer-to-peer training for teachers that are not performing well or have a lack of motivation, which will affect their ability to teach effectively. If on-the-job training is done effectively, it could improve the level of

knowledge and skills in the teacher, which has positive implications for both the teachers and the learners.

Price (2009) articulates that a defined process enables managers to perform at a high level. When the process is designed through clear parameters then execution is more effective. While the author clearly states that there is a relationship between clear process design and execution, there is a further opportunity to demonstrate the communication link between the designing process and execution to ensure an understanding on all levels. Therefore, this suggests that communication is a critical link between process design and execution. A gap exists in terms of curriculum design, implementation and outcomes of CAPS. Therefore, if synergies and understanding is not effective between the Department of Basic Education, school managers and teachers, teachers become ineffective with regard to understanding the content they are expected to teach.

Harrison and St. John (2013) explore the relationships between managers, employees and the strategic mission of the organisation. They determine the importance of these relationships working in synergy in order to satisfy stakeholder values. It is essential to establish the focus areas that are dynamic in order to reduce complexity when engaging with their employees, whilst maintaining alignment with the organisational goals. Berger and Berger (2011) distinguish between lower and higher levels of management. They suggest that lower levels of management experience their roles in mastering capabilities whilst high levels of management experience their roles by making a contribution towards strategic goals and results. Added to this, Dotlich, Rhinesmith, Meeks and Wyman (2011) draw a comparison between lower level and higher level management. They claim that lower and middle level managers ignore or delegate leadership responsibilities. This indicates a lack of skills and competencies in communication, managing change and providing strategic direction. In this context it is important that there is a link between the school managers' understanding behind the rationale as to why they are managing CAPS. This links toward their goals of managing CAPS, which has a direct impact on how they understand the operational aspects of implementation (content). If these three aspects (rationale, goals and content) are not understood and clear responsibilities of roles are not communicated, there is the potential for the breakdown in the implementation of CAPS.

Grobler, Bisschoff and Beeka (2012) conducted a study to investigate the perceptions of teachers on the significance and competence of school managers as leaders, before and after intervention programmes on holistic leadership. The research was undertaken in the Secunda Region of the

Mpumalanga Province. A structured questionnaire was distributed to 400 teachers in 40 randomly selected schools divided into two groups. One group of 20 school managers was provided with an intervention program regarding the dimensions of holistic leadership. The other group of 20 school managers was not exposed to the intervention programs. The perceptions of teachers from their schools were obtained using a pre-post-test design. The findings revealed that school managers who were exposed to the intervention programs were perceived by their teachers to be more competent than their school managers who were not exposed to the programs. School managers are assumed to perform a management role in leading and directing their respective schools. There is a gap in understanding the level of management training school managers receive prior to taking up their roles. Addressing this gap through management training programs will provide the basis for them to perform their management function effectively.

Pienaar, Nieman and Kamper's (2011, p. 4) article reports on the implementation of a teaching approach based on Gardner's theory of multiple intelligences (MI) at a school in the Hammanskraal area of Gauteng. The aim was to determine the impact that such an approach would have on teachers, learners and learner performance. This article discusses the implementation process and the impact thereof on learner results and conduct, as well as learners' opinion on the implementation of the (MI) approach in the classroom. The study showed that the implementation of a new approach should be monitored regularly and that teachers should receive ample support. An (MI) approach to teaching had a positive influence on learners' conduct and academic achievement. It also made learners more aware of their own strengths and weaknesses and how to overcome weaknesses. Learners indicated that they prefer an (MI) approach in teaching. This study indicates that school managers should ensure that all teachers are properly trained and assessed on a regular basis so that the school manager would be in a position to give the teacher support in areas of weakness. It could positively impact on the teachers' development areas and improve the level of confidence in how the teachers perform.

2.4.6 Management Time

According to Grissom, Loeb and Mitani (2015), the duties of school managers are becoming increasingly complex, and their effective time management skills help with increased job demands, reduce work stress levels and improve their productivity. The purpose of their study was to investigate 300 school managers in Miami–Dade County Public Schools to measure school managers' time effectiveness in the areas they manage. The findings reveal that school

managers with better time management skills allocate more time to classroom activities and managing instructions to teachers, which results in them spending less time on building relationships with teachers. This implies that school managers' good time management skills increase productivity in relation to tasks however it may not optimise relationship building between teachers and school managers.

Furthermore Msholoolo (2014) investigated how the school managers' time management contributes to effective planning, managing, leading and controlling capabilities these are priority areas in how a school manager spends his time. The findings suggested that the aspects/things that hinder effective time management are meetings a school manager needs to attend, requests from the Department of Basic Education on things that need to be implemented that have not been planned in advance, administration tasks and their inability to distinguish between urgent and important matters at the given point in time. Furthermore, the study recommended that the Department of Basic Education needs to provide school managers with time management training to ensure that they direct and organise their tasks in such a manner where they take into account the importance of time prioritisation in relation to tasks and activities that need to be implemented.

Peggie Johnson Robertson's (1999) studied how school managers use basic time management principles. The study revealed that the time taken away from school managers' main tasks is unplanned meetings, complexity that is created within the school structure and the working management style of the school manager. The study found that school managers spend less time with regard to the training of teachers and managing the effectiveness of teacher performance. Fitsimmons (2008) indicates that good time management skills is an important facet in the way a manager goes about dealing with the management of their activities. The implications are that goal setting and planning will enable a manager to allocate time to the most important issues.

Horng, Klasikand Loeb (2009) aimed to understand the working life of a school manager, investigating the relationship between the time school managers spend on different tasks such as learner outcomes, teacher performance and assessment and teacher job satisfaction. The findings revealed that effective school managers spend time on directing and leading teachers ensuring that the organisation in terms of curriculum implementation positively impact the activities related to teacher development, job satisfaction and learner achievement.

Gamge and Pang (2003) examined how school managers plan their time in relation to the effectiveness of the tasks and activities. 1 600 School managers were surveyed in China.The study revealed that there is a difference in terms of the actual activities in relation to the planned time for these activities due to deviations that arise such as student ill-discipline, unplanned meetings and administration. These incidents take the school manager away from spending time with teachers, teachers' development and monitoring, and managing teacher and learner achievements.

2.4.7 Accessibility Aspects Influencing the Implementation of CAPS

The following articles illustrate the aspects that influence the implementation of CAPS.

Berkvens et al. (2014) indicates that education is a basic human right to all children across the world and that no child should be deprived of access to education based on gender, sex, race or socio-economic background. The accessibility of education is dependent on physical access, financial access and cultural access. Bernstein (1975) indicates that the performance curriculum is promoted through specific learning locations (physical access), of which classroom learning is an important component. In contrast, the competency curriculum can happen at any time or place. This indicates that school managers should have sufficient infrastructure in order to manage the curriculum effectively.

According to the National Education Policy Investigation NEPI (1993) school managers and teachers prefer teaching in urban schools opposed to rural schools because rural schools are not easy to access due to geographical landscapes, and a lack of proper road infrastructure and telecommunications. As a result there could be a shortage or lack of sufficiently trained school managers and teachers in rural areas. Furthermore, NEPI (1993) suggests that race and gender played a detrimental role in the accessibility of South African schools. Rural schools did not receive the same resources and infrastructure as urban schools. It is fair to say that, to a large extent, this imbalance still exists. As a result, school managers and teachers would prefer to manage and teach in urban schools as opposed to rural schools.

Furthermore, urban schools have more financial assistance (financial access). Financial accessibility provides the school manager with the means to attract and retain highly skilled teachers and also provide resources such as computers and specialised equipment required for subjects such as science and biology as well as visual aids to encourage learning. CAPS 2011

does not specify who may teach or manage in specific schools regarding race, gender or socio-economic profile. Based on segregation in terms of where people live, language barriers still exist in rural schools where many teachers and learners are not proficient in the English language. Therefore it is vital to address this cultural imbalance because if teachers do not understand the content based on language it is very difficult for them to teach.

Berkvens, van den Akker and Brugman (2014) state that accessibility of education depends on several aspects, from the physical (is it possible to reach a school) and the financial (is the education affordable) to the cultural (is the programme socially acceptable). To fulfil their legal and political obligation to provide education for all, governments must work to ensure these aspects do not block access. A large number of schools in South Africa do not have basic educational tools/resources such as textbooks, chalkboards, desks, chairs etc. This places a huge burden on a school manager to provide quality education without the required financial support.

Jansen's (2008) report highlights the challenges still faced by disadvantaged schools in South Africa. Firstly, economic factors play a vital role in parents deciding whether a child should go to school, or take up the responsibility of working and earning an income at an early age. Secondly, health issues impact negatively in the case of children being forced to stay at home and take care of younger siblings in families where parents have died or are incapacitated due to the impact of HIV/AIDS. Thirdly, township schools have low 'instructional time' compared to established schools, due to gangs attracting school children to distribute drugs and operate in criminal activity. Lastly, parents in townships earn less disposable income in comparison to parents who live in urban and metropolitan which negatively impacts on resource capacity.

Furthermore, Cartledge, Singh and Gibson (2008) state that students from culturally and linguistically diverse backgrounds are disproportionately identified for special education in the most restrictive placements. These students tend to have the least access to the general education curriculum and experience the greatest levels of school failure. Educators see an obvious need to change this pattern. These students would benefit most from positive, proactive interventions that enable them to adjust to their school's culture and to master the requisite behaviours leading to their success in school. To achieve these ends, teachers and administrators need to acquire cultural competence and skills related to culturally sensitive behaviour management and social-skill development. They also need to realize the importance of effective instruction and academic achievement. Because early intervention is most efficient and promising, applications in this

article focus on a young child, but the basic principles are equally.

Cantrell and Visser's (2011) study explored the issues South Africa is presently undergoing in the endeavour of implementing computer usage in schools. They found huge difference for PC accessibility between different provinces due to fragile social and economic developments and declining accessibility of computers at home. This impact had a negative effect on computer usage in schools. It also had a negative effect in the disadvantaged schools in South Africa, in that school managers and teachers did not have the necessary skills in understanding the use of technology.

Fataar (2013) states that children of the black working classes and unemployed poor go to great lengths to access what they perceive as better schools across the city, where they end up receiving a modernist curriculum that strips them of their access to their cultural knowledge and social survival epistemologies, on the assumption that modern middle-class education is what will emancipate them from their parochial cultural identifications. Schooling in the city plays a largely reproductive role in circulating this parallel message - that is, it circulates an exclusive focus on the narrow epistemological code that prevents the ontologies and knowledge's of the city's poor and Black majority from entering the formal public domain.

Jaffer's (2010) study evaluates how the perception of educational inspection assisted in improving excellence and establishing responsibility. He is of the view that the inspection system that originated in colonial days has transformed to incorporate the idea of using supervision to provide a variety of support to school based endeavours to improve performance. He further suggests an approach to enhancing accountability and improving quality in education, stating that inspection and supervision is reliant on several interdependent variables, which are the improvements in educational quality that will stabilise these elements. He says these variables are: the accessibility of relevant and adequate physical, human, and financial resources; efficient and empowered leadership; and purposeful monitoring, evaluation and feedback; and professional support for schools' managers.

2.4.8 The Need for Managers to Consider the Impact of Occupational Stress

Sidle (2008) scrutinised the results of 36 studies of stress management interventions from a variety of environments. He found that managers who want to reduce the stress levels of the employees may feel overwhelmed by the many stress management interventions they have to

choose from Sen's (2008), study explored the relationship between job stress and job satisfaction amongst teachers and managers. Data were generated from 31 teachers and 34 managers in New Delhi. The results showed that there was no significant difference in job stress and job satisfaction between teachers and managers. However, it did find that teachers who experience low job satisfaction often face job stress, while in managers the two do not seem to be related. This is an indication that school managers should consider their own levels of stress and consider and identify the levels of stress faced by teachers. Stress could have a negative implication as a result of work overload, time pressures, lack of resources, bad behaviour of students, and inadequate skills levels.

Ahmed, Bashir, Iftekhar, and Khattak (2011) conducted a study to scrutinise the relationships between sale employees who felt job stress and the organisations expectations with regard to performance. The findings revealed that employees with higher levels of emotional commitment and job experience felt more stressed to perform at a higher level than employees with less emotional commitment and job experience. Bashir (2011) initiated a study to examine the relationship between job stress and job performance with senior bank employees in Pakistan. Data were generated from 144 participants through a questionnaire. The outcome showed a considerable negative association between job stress and job performances and indicates that job stress considerably diminishes the performance of an individual. The results conclude that organisations should facilitate a supportive culture with individuals who experience high degrees of stress in order to improve performance. This suggests that there is a direct relationship between high stress levels and a lack of performance. School managers should firstly diagnose the problems which cause stress in teachers. They should be in a position to provide support and create intervention plans that minimise stress and improve performance.

Shiet-Ching, Fatimah and Mahmud (2011) University Malaysia, conducted a study to ascertain the relationship of stress and the outcome of stress on a manager's wellbeing, which consisted of 338 managers in a questionnaire form, from the private sector in Kuala Lumpur. The findings of the study concluded that the impact of work stress shows that mental wellbeing has a greater effect compared to physical wellbeing with regard to work-related stress. Malik, Safwan and Sindhu, (2011) directed a study with the purpose of finding a relationship between stress of employees' attitudes and the impact towards reduced customer satisfaction. 105 Participants completed a questionnaire in Pakistan which revealed that employee stress has a negative impact on customer satisfaction. Jarinto's (2011) study aimed to understand the impact of positive and negative stress factors in relation to job performance. Data were generated from 513 participants

through the completion of a questionnaire. The findings revealed that, firstly, positive stress is the key factor to enhance job satisfaction based on the premise that stress should be moderately stimulated while excessive stimulation is likely to cause physical, and mental illnesses. Secondly, increasing negative stress also notably leads to physical and psychological illness. Finally, the study shows that those who have high negative stress will have low job satisfaction. This suggests that there is a need for the Department of Basic Education to investigate the extent and result of stress amongst school managers and teachers. In so doing it will be able to provide intervention programs that will assist in minimising the effects of stress and foster greater job satisfaction and work performance.

Meško, Erenda, Videmšek, Karpljuk (2010) led a study with the purpose of identifying stress, strategies for coping with stress, and absenteeism amongst Slovenian middle management. The survey was completed by 211 middle level managers in large and medium-sized enterprises in Slovenia. The outcome illustrated that there was a high absentee rate amongst managers who experienced greater degrees of stress. This suggests that stress does not only have an impact on performance and job satisfaction, it also results in absenteeism. If teachers are absent as a result of stress on a regular basis, it has negative impacts on the entire implementation of CAPS. Therefore it is essential that there is an understanding of stress, and assessment is needed regarding the impact of stress amongst teachers.

Kayastha, Adhikary and Krishnamurthy (2012) conducted a study to explore the relationship between reported degrees of experienced stress, perceived stress factors and personal characteristics of employers. The study constituted of 440 top level managers from different industries and organisations situated in and around Nepal. They found that approximately 25% of managerial stress has been defined as an experience realised by top level officials as being unpleasant, negative, involving high anxiety or depression resulting from some aspect of their work as managers. Atteya's (2012) study explored the impact of stress and methods of coping with stress on job performance among Egyptian supervisors working in 5 and 4 star hotels in Egypt. Research data were generated through questionnaires from 780 supervisors in the hospitality industry. The findings revealed that a need existed in implementing practical strategies aimed at leveraging and developing supervisors' cognitive and emotional/psychological capital to help them better cope stress, which could consequently lead to improved job performance.

Naqvi, Khan, Kant and Khan (2013) attempted to identify and analyse the causes and effects of job stress on employees' productivity in the public health sector. Self-administered structured questionnaires were distributed among 400 public health sector employees, of which 210 responded. The results displayed that inflexibility in work hours, personal issues and a lack of financial rewards impact negative on productivity. Khojamli, Hossein and Kazemiyan (2014) conducted a study to evaluate the affecting factors of labour productivity such as stress, work experience, motivation and training from the point of view of managers' opinions in Mazandaran SMEs. Findings show that employees who experience stress have better work experience, greater motivation levels, are more properly trained, and contribute more to productivity outputs.

Halkos and Bousinakis' (2010) study investigated the effects of stress and job satisfaction on the functioning of a company. A total of 425 participated in the survey. The findings established that increased stress leads to reduced productivity and increased satisfaction leads to increased productivity. When work begins to overlap with workers' personal life this implies a negative effect on productivity. Quality work is more related to conscientiousness and personal satisfaction, rather than workload. Energetic and active individuals affect productivity positively.

Bradley and Sutherland (1994) conducted a survey of the attitudes of 231 employees in the social services department of a local authority in England. The purpose of the survey was to identify the impact and outcomes of occupational stress on employees. The survey showed that the attitudes towards stress management interventions were mostly positive. The findings of the survey recognised that the majority of employees felt mounting levels of stress which resulted in the organisation and execution of stress management programmes to assist employees in their overall wellbeing, whilst enhancing productivity. This study embarked on a case study method which focused on questionnaires, semi-structures interviews and focus groups that holistically considered the expression and emotive elements of the participants. The findings demonstrated stress had a significant impact to their work performance. These studies provide insight into the relationship that stress has on employee wellbeing and productivity. Therefore school managers and the Department of Basic Education should be aware of the stress levels amongst teachers and provide assistance and support which will allow them to optimise their productivity and manage their personal wellbeing.

2.4.9 Grouping: School Managers Managing Different Sources of People

Msila's (2014) article focused on providing insights on the perceptions of school stakeholders with regard to the effects of power relations between teacher unions and school managers. The study was conducted in 10 urban schools in Port Elizabeth. The perception was that school managers would understand how to act in times of conflict to solve problems emanating from power battles and thus ensure that their schools continue to function effectively at all times. It was established, however, that there are considerable differences between the running of schools where teacher trade unions are politically strong and schools where the unions are fairly weak or hardly visible. The recommendation "suggested that in schools where there are strong political union affiliations among teachers, there are very real possibilities of these affiliations leading to the paralysis of school management and leadership, with negative consequences for the creation of effective teaching and learning" (2014, p. 4). This study indicates that school managers should be aware of the influence teacher unions have in their schools. School managers should display strong leadership in engaging with teachers to ensure that they resolve problems jointly, in the event where teachers direct all matters to trade unions and request intervention from trade unions to resolve all matters, this could lead to a breakdown in the way CAPS is managed and implemented.

Makgopa and Mokhele's (2013, p. 3) paper states the importance of a collaborative engagement between parents and teachers and school managers in order to enhance learning in the classroom cannot be overemphasized, these parties seem inseparable. In this study, the teachers and school managers who participated indicated that they need parents' assistance if they are to teach and manage well. On the other hand, the parents themselves are keen to help, since it is the future of their children which is at stake. The challenge that emerges from this situation is that, more often than not, there is a breakdown in communication. As a result, teachers, school managers and parents blame each other, especially if the learners do not perform well at the end of a year. The teachers and school managers will claim that the parents did not do anything to help their children with their schoolwork, while the parents will insist that the teachers and school managers failed to teach and manage. It is of the utmost importance that this "blame game" be stopped and that, instead, these groups need to help the learners to do well in the classroom. The school manager sits in between the teacher and the parent. This study indicates that the school manager needs to establish common ground between parent and teachers for the sake of the learner. The blame game would result in escalating conflict that would negatively impact the

learner and draw more barriers; therefore it is the school managers' task to bring these two parties together in a collaborative way so that the learner is not affected.

The Wallace Foundation (2013, p. 3) identify five fundamental group concepts that a school manager should manage effectively which are "shaping a vision of academic success for students, creating a climate of hospitable education, cultivating leadership in others, improving instruction, data and processes". These concepts will be discussed to provide insight into how these different group concepts shed light on the role of the school managers in the execution of their responsibilities.

Mestry and Khumalo's (2012, p. 4) paper investigated "the perceptions and experiences of SGBs [school governing bodies] in managing discipline in rural secondary schools through the design and enforcement of learner codes of conduct". Data were generated from six secondary schools in the North West Province by the use of focus group interviews. They say one of the major findings revealed that many rural school governors still lack the relevant knowledge and skills to design and enforce a learner code of conduct effectively. The literacy levels of the majority of SGB members (parents) make it difficult for them to design and enforce the learner code of conduct, even though the department may have provided training. Furthermore, parent-governors are far removed from the day-to-day operations of the school, and consequently fail to contextualize the seriousness of discipline problems as well as to enforce the learner code of conduct effectively. This study indicates that there is a need to develop parents and SGB members in rural areas with regard to the role they play within the school. It further indicates that school managers need more support from the Department of Basic Education in finding new ways of training SGB members. It is important for parents to reinforce discipline and a code of conduct at home, making it easier for the learner to understand proper behaviour at school. If this does not happen, the learner could feel entitled to behave poorly.

Lemmer and van Wyk (2004, p. 3) state that Legislation to reform schooling in a democratic South Africa has focused attention on the rights and responsibilities of parents as empowered stakeholders in education. However, it is argued that comprehensive parent involvement is a prerequisite for improving the culture of teaching and learning in schools. Against the background of a literature review which examines legislation affecting parents, this article draws on a qualitative inquiry of parent involvement in a small sample of public primary schools in South Africa selected by means of purposeful sampling. The findings indicated that the schools were doing more to involve parents than is legally required. Strong leadership from school

managers together with formal organisation of parent involvement has established parent-friendly schools, regular home-school communication and innovative parent volunteering. Certain reservations to parent involvement were detected in school managers' attitudes. The study suggests that, together with enabling legislation, schools can develop valuable initiatives to make parents more active and equal partners.

Shaping a Rationale/Vision of Academic Success for Students

School managers are seen as managers in the modern learning environment. Therefore, high standards of management skills are required in creating high standards for teachers so that they are able to provide a pathway for the success of student achievement. School managers should create a clear vision and rationale that have clearly defined standards and goals for teachers to attain. In managing teachers, they should focus on teacher development, ensuring that teachers are adequately skilled and trained in order to perform their tasks in driving the vision. Through collaboration and teamwork they need to constantly assess the curriculum content and standards so that they can bring about change where necessary.

Students form part of the group that a school manager is ultimately accountable for managing. School managers have the responsibility of developing a climate and environment that is conducive to learning, as well as shaping the learners' cognitive, physical, emotional and mental attributes for the learner to achieve the best possible outcomes (attained curriculum).

Creating a Climate of Hospitable Education

School managers need to ensure that learners are placed as a centre of learning on a daily basis. Therefore they need the support from parents in order to make sure that the learner has the support at home to make learning effective. In so doing, the school manager has to orientate parents and manage parents' expectations with regard to the vision, rationale and societal benefits of learning. Effective school managers focus on collective problem-solving and build a school community for learning; they also have the responsibility to problem-solve situations that may arise such as intervening in cases where blame-shifting occurs between parents and teachers and vice versa. There should be a common goal between the achievements of the learner, the parents and the teacher. The school manager needs to manage these three interdependent groups as a common feature of their engagement to ensure an optimised learning climate.

Cultivating Leadership in Others

Effective leadership from the school manager would foster team work amongst teachers and other staff members, for example, administration staff that support the school manager and teachers with administration duties. In so doing, a collective knowledge and understanding would synergise all working staff to work together towards a common goal. It will also improve efficiencies and time management, and make stakeholder management for the school manager much easier in that the school manager would be in a position to manage the expectations and standards as set out by the Department of Basic Education in the CAPS implementation process.

Improving Instruction

Effective school managers focus on the quality of the content deliverables of CAPS, set high expectations for teacher outcomes and monitor and assess these outcomes frequently so that they become experts in the technical functionality and requirements of the CAPS implementation process. In managing the quality levels, school managers will be in a position to improve on the quality and make suggestions to teachers. This implies that teachers in turn could respect school managers on the basis that they have expert knowledge.

Managing People, Data and Processes

School managers need to be effective in managing all resources, financial and physical, that are provided. They have an added responsibility at times in managing external groups of people for example, engaging with trade unions on collective bargaining and implementing the policies that have been agreed with the Department of Basic Education and trade unions. School managers need to have constant information and feedback with regard to the problems in the implementation of CAPS on a daily basis so that they can act proactively in solving problems associated with the process.

2.4.10 Assessment of teachers in the implementation of CAPS

Assessments for teaching and learning are defined as formative assessments which are activities that a teacher uses to assess learners to assist both the teacher and the learner to change their teaching and learning experiences if needed (Kennedy et al., 2006). Smeets (2005) indicates that teachers use historic assessment methods to deal with learners' individual abilities. Evolving the assessment methods would be beneficial to teachers in specifically understanding why they need to assess learners, how they assess individual learners and groups of learners, and specifically what time frame is used to assess learners.

Kennedy et al. (2006) define assessment as being formative and summative assessment. Formative assessment relates to learning while summative assessment usually assesses a learner at the end of the learning period. Furthermore Berkvens (2014) describes assessment of teaching and learning as being outcomes that are required in measuring the effectiveness of the implemented curriculum. This suggests that any aspect of assessments conducted in a school is dependent on the intended curriculum outcomes. This indicates how teachers and learners interact to measure the learner achievements and how the teacher reflects on his/her teaching experience. According to Maclellan (2001), assessment is a process used to measure and evaluate outcomes and should be used improve rather than to judge the achievement results. Therefore this indicates that school managers need to have assessment skills in order for them to assess the teachers objectively.

Curriculum News (2010) illustrates that informal assessments are beneficial in assessing a teacher. School managers should use observations, discussions and classroom visits on a daily basis to assess teacher performance. However, formal assessments should also be used to measure teacher performance, provide feedback and to address specific areas of poor performance.

Hoadley and Jansen (2013) indicate that formative assessments are an informal manner in which a school manager can assess a teacher and is not used to grade a teacher. The school manager can, for example, observe the teacher's behaviour and can conduct classroom visits/observations to ensure that the teacher is performing to the required standards. On the other hand, summative assessments are formal in nature which is done on a periodic basis through formal performance appraisals whereby the performance of the teacher is recorded, the strengths and weaknesses of the teacher is identified, and areas of improvement highlighted. It also could be used to grade the teacher's performance at a given point in time, which then can be used as a means to identify teachers for career development and, on the other hand, identify poorly performing teachers. Furthermore, continuous assessments can be done by the school manager to assess the teacher's performance on a quarterly basis to reflect on how the teacher has performed in that quarter and provide direction and insight for improvement.

Overeem, Wollersheim, Driessen, Lombarts, Van de Ven, Grol and Arah (2009) conducted a study in the Netherlands to explore how 360-degree feedback could improve the performance of hospital managers. Semi-structured interviews were used. Twenty three (23) hospital managers participated in the study. The results indicated that the hospital managers responded positively to

360-degree feedback because it provided a balanced view from their subordinates, superiors and colleagues. They viewed the 360-degree feedback as being transparent, open, fair and constructive.

Tillema (2009) conducted a study of 51 teachers to explore their view on 360-degree feedback. Participants responded positively as they felt that the process of assessing their performances was fair and objective. Participants also reflected on the feedback in a meaningful way and addressed their own shortcomings.

Taras (2010, p. 4) also indicated that self-assessments allow an individual to introspect on their own performance and find ways of improving their skills and develop an understanding of their own experiences. In so doing, those who conduct self-assessments may learn to improve their own abilities through assessing themselves. This indicates that self-assessment could be beneficial in allowing the teacher to reflect on all the activities within the teaching role. It could also benefit the school manager in that the teacher could take responsibility on their own development needs and not wait for the school manager to identify their challenges.

The role of a teacher involves "classroom management, lesson preparation and organisation of teaching and learning process, creating and keeping a certain climate, evaluation and feedback". Bansilal, James and Naidoo (2010, p. 3) embarked on a study to establish learners' expectations of teachers' feedback. Five grade 9 mathematics learners participated. Data were generated through group interviews and video-taped classroom observations. The findings firstly revealed that learners had a good understanding of the concept of educator feedback and secondly, viewed educator feedback as being influential in building or breaking their self-confidence. To complete the assessment loop, the school manager should be aware of how teachers provide feedback to learners in order to ensure that the feedback teachers give to learners is delivered in a way that is fair, objective and encouraging and is not aimed at judging the learner.

Hoadley and Jansen (2013), indicate that continuous assessment is about the frequency of the assessment. This indicates that continuous assessment is more formal in nature and requires the school manager to perform assessments on a regular basis. School managers can conduct performance assessment with teachers highlighting their strengths and weaknesses and providing feedback on their performance. As a result, intervention steps and corrective action can jointly be agreed to by the teacher and school manager. The school manager can also use this process to

reinforce positive behaviour and attitudes that the teacher could demonstrate. This could also improve teachers' productivity, job satisfaction and motivation.

Berkvens et al. (2014) indicate that assessment and learning outcomes play an important role in evaluating the quality of the curriculum implemented. This suggests that school managers should assess the content of CAPS in relation to the execution of how the teacher delivers the content to the learner, in order to achieve the intended curriculum versus the attained curriculum, thus making the assessment process of the implementation of CAPS relevant, and maintaining a standard of consistency.

Van der Rijt, Van den Bossche and Segers' (2013) study explored how feedback between employees and management can benefit both parties. Data were generated from 243 employees and managers in the Netherlands. The findings revealed firstly that from getting feedback from the manager, the employees improved their performance, and secondly, the managers became more aware of their shortcomings as a result of the feedback received from employees. This study indicates that school managers should give teachers feedback on a regular basis and it also becomes necessary for the teacher to give the school manager feedback. Through this process, the manager could be assisted in becoming aware of their own shortcomings and it could also assist them to improve their management behaviour in order to better meet the teachers' needs.

2.5 Conclusion

The literature provides the reader with the reasons as to why school managers need the skills, knowledge and competencies in order to manage effectively. It is for this reason management principles across the board have also been used to demonstrate the need for school managers to be trained in the competencies of management. Furthermore, the curricular spider web concepts were used to frame what themes are associated with the role of a school manager in the implementation of CAPS. It also highlights how the school manager should act as a leader in motivating, inspiring and training teachers. This chapter also discusses the challenges and complexities that school managers face on a daily basis. It also demonstrates the effectiveness of time and resource management and the importance of content in the implementation of CAPS.
Chapter three presents research methodology, population, research methods (sampling) and techniques used in this study.

CHAPTER 3

Research Design and Methodology

3.1 Introduction

The study was initially concerned with how school managers reflect on their experiences of managing CAPS. Therefore chapter three focuses on the research methodology as well as the research style used. The spider web concepts were utilised as a conceptual framework to identify the strengths and weaknesses of the school managers' capabilities. It also demonstrates how the researcher generated data for the study. It further defines the sampling and the research instruments used.

3.2 The Significant Research Questions

3.2.1 What are the school managers' reflections on their experiences of managing (CAPS) in the city Bloemfontein?

3.2.2 What informs school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein?

3.2.3 What lessons can be learnt from school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein?

3.3 Methodological Approach

The researcher found a qualitative case study method within an interpretive paradigm most suitable, as it explored how school managers reflect on their experiences of managing CAPS in the city of Bloemfontein. According to McMillan and Schumacher (2010, p. 315), qualitative research is "inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings". A qualitative study aims to demonstrate and understand the participants' attributes in terms of behaviours, viewpoints and perspectives. Qualitative data analysis comprises of interviews, and reflective activity that respond to pertinent questions for the study (what? and why?) to fully understand school managers' experiences of managing

CAPS in the city of Bloemfontein. This study made use of interviews and a reflective activity to generate data. According to Lauer (2006), qualitative research methods use questionnaire, survey, tests, interviews and observation. Using the interview as an inquiry method, the researcher would generate data by face-to-face engagement with the selected participants in their locality.

3.4 Research Paradigm

This study falls within an interpretive paradigm. A paradigm is the way of observing the world and conducting research. According to Taber (2012), paradigms are frequently used to outline processes in educational exploration. Paradigm reflects the epistemic beliefs, realisations and notions a researcher has about a particular circumstance. This study adopted an interpretive paradigm on the grounds of exploring the experiences of school managers, so as to understand the meaning of their social behaviour. I want to foster deeper insight of how school managers view the contexts in which they live and work. School managers use their previous experiences as teachers to identify with the challenges of teaching in order to manage teachers effectively.

According to Newman (2000), qualitative and interpretive approaches are rooted in the reality that humans make meaning, make sense of the world, and manage experiences in very different ways. This will result in different actualities and different interpretations. Therefore this approach would assist in understanding the meaning which informs school managers' behaviour, thoughts, feelings and perceptions with regard to managing CAPS implementation. This study will provide insight into understanding what and how school managers experience the management of CAPS implementation. "Interpretive paradigm is characterized by a concern for the individual, aims to understand from within the subjective world of human experience, focuses on actions to ascertain the intentions of actors to share their experiences" (Cohen, Manion and Morris, 2011, p. 21).

By using qualitative methodology, my goal is to showcase answers to many pertinent questions. According to McMillan and Schumacher (2010), qualitative studies uncover many truths through the process of interviews. Their method assisted the researcher in gaining meaningful insight, understanding the social circumstances from the point of view of the participants. Qualitative research subjectively generates data. This approach assisted the researcher in understanding school managers' experiences in their natural environment. It also gave the researcher the

opportunity to engage on a face-to-face basis with the participants, which allowed for total understanding on how school managers felt about their experiences of managing CAPS. Qualitative interpretative studies are more suited in generating data from human sources although it also has limitations in establishing objective facts and actualities about the current study.

Atieno's (2009, p. 15) limitations of the qualitative interpretive action research are:

- What needs to be asked?
- How should it be asked?
- What data are required? and
- Where will the researcher have to go to find answers to these questions?

To circumvent these limitations, I developed research questions in the form of a reflective activity based on the curricular spider web concept. This provided the school managers with the freedom to express their thoughts and feelings truthfully, without prejudice.

3.5 Research Design

I used three techniques to generate data namely, reflective activity, semi-structured individual interviews and focus group discussions to encourage dialogue. Firstly the reflective activity was utilised to generate data whereby school managers would reflect on their experiences in managing CAPS. Secondly the semi-structured interview immediately followed to generate data on what specifically the school managers expressed in the reflective activity. This gave rise to the school managers' experiences of their thoughts, feelings, attitude and behaviour with regard to managing CAPS. This greatly assisted in the data generation process. Thirdly focus group discussions assisted to generate data in order to ascertain if school managers provided the same data they did in the reflective activity and semi-structured individual interviews. This gave the researcher the opportunity to establish and categorise common things amongst the participants. A voice recorder was utilised in all semi-structured interviews and focus group discussions to ensure the validity of data generated.

Figure 3.1: Chapter 3 flow chart

Table 3.1: Data Generation Table

	Objective 1	Objective 2	Objective 3
Why were the data being generated?	To understand school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein.	To understand what informs schools managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein.	To understand the lessons that can be learned from school managers' reflections on their experiences of managing (CAPS) in the city of Bloemfontein.
What was the research strategy?	Reflective activity, semi-structured focus group discussions and one-on-one semi-structured interviews were used to generate data.	Reflection activity, semi-structured focus group discussions and one-on-one semi-structured interviews were used to generate data.	Reflection activity, semi-structured focus group discussions and one-on-one semi-structured interviews were used to generate data.
Who (or what) were sources of data?	Five school managers in the city of Bloemfontein.	Five school managers in the city of Bloemfontein.	Five school managers in the city of Bloemfontein.
How many data sources were accessed?	Five school managers by means of reflective activity and semi-structured focus and group interviews.	Five school managers by means of reflective activity and semi-structured focus and group interviews.	Five school managers by means of reflective activity and semi-structured focus and group interviews.
Where was the data generated?	Five schools in the city of Bloemfontein.	Five schools in the city of Bloemfontein.	Five schools in the city of Bloemfontein.
How often was data generated?	One reflective activity per participant, semi-structured focus group discussions of about thirty minutes and five (one per participant) one-to-one semi-structured interviews of about thirty minutes were used to generate data.	One reflective activity per participant, semi-structured focus group discussions of about thirty minutes and five (one per participant) one-to-one semi-structured interviews of about thirty minutes were used to generate data.	One reflective activity per participant, semi-structured focus group discussions of about thirty minutes and five (one per participant) one-to-one semi-structured interviews of about thirty minutes were used to generate data.
How was the data generated?	The data were generated through reflective activities, semi-structured focus group discussions and one-to-one semi-structured interviews which were tape-recorded for easy transcription.	The data were generated through reflective activities, semi-structured focus group discussions and one-to-one semi-structured interviews which were tape-recorded for easy transcription.	The data were generated through reflective activities, semi-structured focus group discussions and one-to-one semi-structured interviews which were tape-recorded for easy transcription.
Justification for this plan for data generation:	The reflective activities allowed the school managers to reflect on their experiences and write them down using a conceptual framework. This study and semi-structured interviews with discussions enabled the researcher to gain a thorough analysis of the participants' experiences. These were conducted within a fairly open framework: the researcher designed an interview schedule where inductive and deductive questions were used. These methods were used to help the researcher to get first-hand information.	The reflective activities allowed the school managers to reflect on their experiences and write them down using a conceptual framework. This study and semi-structured interviews with discussions enabled the researcher to gain a thorough analysis of the participants' experiences. These were conducted within a fairly open framework: the researcher designed an interview schedule where inductive and deductive questions were used. These methods were used to help the researcher to get first-hand information.	The reflective activities allowed the school managers to reflect on their experiences and write them down using a conceptual framework. This study and semi-structured interviews with discussions enabled the researcher to gain a thorough analysis of the participants' experiences. These were conducted within a fairly open framework: the researcher designed an interview schedule where inductive and deductive questions were used. These methods were used to help the researcher to get first-hand information.

3.6 Access

During the process of conducting a research study, ethical issues need consideration by the researcher. This study has taken ethical issues into consideration from the University Research office, Department of Education and school managers who have participated. Once permission was granted by the Department of Education, University Research office and identified participants, a consent form was provided to the participants that explained that their anonymity and confidentiality would be preserved and their identity would not be disclosed. The form also explained the purpose of the study and the rules and regulations that govern it. Participants freely and willingly decided to participate and signed the consent form. The consent form also advised participants that they had the opportunity to withdraw from the study at any point if they so wished, and that the study was only for the purpose of education and would not have any monetary benefits.

3.7 Population and Sampling

The data in this study was generated from a target population of school managers within the city of Bloemfontein. These schools were selected due to their close proximity to one another. According to Patton (2002), qualitative sampling is the selection of the participants who have in-depth knowledge about the study; however generalisation cannot be made to that specific case. It is with this in mind that I have selected school managers who have a number of years of experience in managing that will provide insightful information with regard to their experiences.

Sampling should comprise of aspects which represent the population as a whole (Cohen et al., 2011). The sample of the five school managers were used to represent the entire population of school managers as the total population was too large. It is with this in mind that purposive sampling became more suitable and a case study method became more appropriate, as it circumvented the need to use the entire population.

"A case study is an in-depth exploration of a bounded system (activity, event process, or individuals) based on extensive data generation" (Creswell, 2008, p. 476). Cohen et al. (2011) indicate that case studies provide different views of people, in reality, that assist in understanding issues better than representing them from a theoretical perspective. However, making use of case studies has challenges in terms of collating data as it may be subjective in nature. To avoid this

issue, purposive and convenience sampling techniques were used in the qualitative research. I therefore selected school managers who have the experience, knowledge and skills and who understand their roles and responsibilities to provide meaningful input and value to this study.

3.7.1 Purposive Sampling

According to Cohen et al. (2011) and McMillan and Schumacher (2010), purposive sampling used to engage with participants that have an in-depth understanding about their experiences. Purposive sampling is used to "access knowledgeable people for a specific purpose" (Cohen et al., 2011, p. 157). The five school managers chosen for the study have a number of years of experience in understanding the challenges and success factors of the managing environment. Furthermore, they represent a diverse ethnic and gender group, so therefore the use of purposive sampling in this case is most appropriate.

Purposive sampling has faced scrutiny for having insufficient methodical awareness and authenticity and criticism centres around the fact that it does not deal with the challenge of generalisation (Noor, 2008). Purposive sampling assisted me not to generalise the findings of the study (McMillan and Schumacher, 2010; Cohen et al., 2011). To prevent generalisation by using purposive sampling, the participants sampled were given the opportunity to express their experiences in their own way through the reflective activity. Furthermore, the participants manage teachers from diverse backgrounds. This minimised the possibility of generalised findings in the study however the challenges around the issues they face provided good insight.

3.7.2 Convenience Sampling

According to McMillan and Schumacher (2010) convenience sampling is a group of the population selected on the basis of them being available. I have selected school managers that were willing to give off their personal time and effort without causing interruptions to their daily activities in participating in this study. The participants comprise of three white males, one black male and one white female.

Cohen et al. (2011) identifies two of the limitations of convenience sampling, stating that it does not address the issue of representation of the population by the participants, and how the sampling was formulated from the population. In order to take these limitations into consideration, I have chosen the five school managers that are within a 10km radius from each

other but they are not representing all school managers in the Bloemfontein area. Therefore this study conveniently used elements of the population. It is with this in mind that data generated could be generalised to all schools in the city of Bloemfontein.

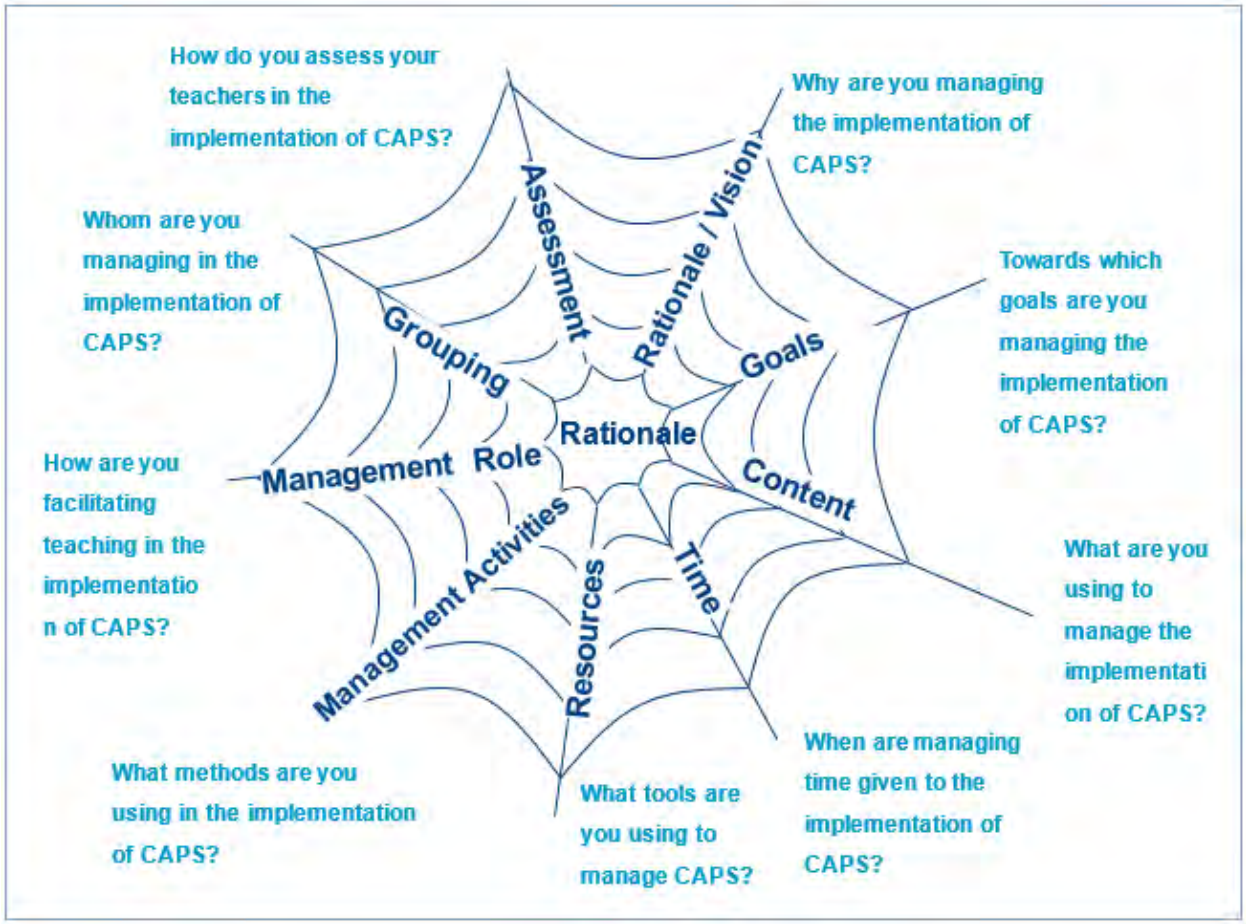
Table 3.2: Study participants' profiles

Participants	Gender	Race	Qualifications	Number of Years of Experience in School Management
Participant A:	Male	White	4 Years Teaching Diploma	5
Participant B:	Male	White	B.Ed	7
Participant C:	Female	White	B.Ed	13
Participant D:	Male	Black	BSc.Ed,Certificate in School Management and Leadership	17
Participant E:	Male	White	BSc.Ed, BSc. Honours Ed	32

3.8 Data Generation and Research Instruments

This study used reflective activity (Phase 1), semi-structured interviews (Phase 2) and focus group discussions (Phase 3) to generate data. Figure 3.2 illustrates the curricular spider web according to Van den Akker (2003) that was used to generate the themes for school managers' reflections on their management experiences.

Figure 3.2: The curricular spider web adopted from Van den Akker (2003)



3.8.1 Reflective Activity (Open-Ended Questionnaire)

Reflective activity is a technique used for activities being done and/or done by someone else (Mollo and Falzon, 2004). At the onset school managers were given a reflective activity on their experiences of managing CAPS. Mollo and Falzon (2004) describe a reflective activity as the activity where the participants reflect on their own experiences that relate to the activity. Furthermore, Hatton and Smith (1995) suggest that reflections should be done in four stages, taking into account real procedures about the action, specified time within which the reflection happened, the negatives around reflection and knowing that reflections are based on historic, cultural, political values and beliefs.

The reflective activity was formulated for the school managers to revisit their journey of managing CAPS. Therefore, the school managers reflected on their managing experiences in answer to the questions formulated with the viewpoint of conceptualising the curriculum.

The following questions required responses from the school managers. Included with the questions are the rationales that led to the development of the questions. They are as follows:

Question One: Why are you managing (rationale/vision) the implementation of CAPS?

This question was designed to understand the reasons for managing the implementation of CAPS based on personal, societal and content reasoning. Personal reasons demonstrate the school managers interest in managing, societal reasons aim to understand what and how society will benefit as a result of them managing CAPS and content reasons seek to understand how they go about gaining ongoing skills, knowledge and competencies in order for them to manage effectively.

Question Two: Towards which goals are you managing the implementation of CAPS?

This question was designed to understand how school managers use their skills and knowledge to manage teachers and to further explore how teachers are assessed (teaching behaviour), how effective they are in implementing learning activities and what outcomes are measured in terms of teachers' effectiveness and the creation of a conducive learning environment in their schools.

Question Three: What are you using to manage (content) the implementation of CAPS?

This question was formulated for them to introspect on their own management capabilities in managing effectively, seeking to understand how they go about developing teachers' knowledge, inspiring them to perform better and providing them with feedback to make continuous improvements.

Question Four: When is managing time given to the implementation of CAPS?

This question focuses on the amount of time the school manager gives to teachers face-to-face and allows them to reflect on the time given to the most critical issues and problem areas in order to find solutions around the management challenges they face.

Question Five: What methods are you using (management activities) in the implementation of CAPS?

This question is designed in order to understand the management structures that are in place. It also affords them the opportunity to look at processes and creative activities that allow input from the teachers they are managing.

Question Six: What tools are you using (resources) to manage CAPS?

This question allows the school managers the opportunity to reflect on external resources for example the Department of Education, school governing bodies and internal resources such as management and administrative systems that assist them in planning, leading, organising and controlling all functions that are required to manage their schools effectively.

Question Seven: How are you facilitating teaching (management role) in the implementation of CAPS?

This question requires a reflection on the support the school manager is giving to teachers, the level of engagement and alignment that synergises and aligns management and teaching goals for the benefit of the learners.

Question Eight: Whom are you managing (grouping) in the implementation of CAPS?

This deals with the levels and structures within the school managers' ambit. It requires the school manager to reflect on the different sources of people they manage within their structure and to take an inventory of what contribution each of these sources make.

Question Nine: How do you assess your teachers (assessment) in the implementation of CAPS?

This requires a reflection on what the school manager expects from teachers, how clearly these expectations are mapped out and how often the manager appraises the teachers' performance and provides feedback.

Hatton and Smith (1995) highlight the following steps that direct a reflective activity, namely: 1) methodologies about action; 2) specific timeframes of where the reflection took place; 3) the awareness around the challenges that reflection is faced with; and 4) being aware of reflection requires a holistic view with regard to culture, politics, values and norms. Therefore, after completion of the reflective activity, school managers were aware of the challenges and issues they encounter. The reflective activity was given to school managers a week in advance,

allowing sufficient time for them to reflect on their experiences. Once the reflected activity was completed, I provided context around the expectations of each question in order to enable them to give meaningful feedback on technical, practical and leadership areas that impact on their ability to manage (Van Manen, 1977). The reflective activity was collected when the face-to-face interviews took place. I observed that the participants took the reflective activity seriously in the way they formulated and articulated their responses.

I found the reflective activity based on the concepts of the curricular spider web most appropriate and advantageous to allow the participants the opportunity to revisit their past, being aware of the present situation and looking forward to the future from both positive and negative perspectives.

Xie, Ke and Sharma (2008) show that one of the limitations of reflective activity is that it hinders the input from an emotional and cognitive perspective. To prevent this from happening I also used face-to-face interviews so that school managers had the opportunity to use their thoughts, feelings and constructive thinking in their responses.

3.8.2 One-on-One (Semi-Structured) Interviews

DiCicco-Bloom and Crabtree (2006, p. 315) state that semi-structured interviews are conducted through "open-ended questions, with other questions arising from the conversation between the participant and the researcher". Therefore I created the context and environment for the participants to provide input freely and openly, enabling them to intrinsically and thought-provokingly reflect on their experiences. Using case studies, along with semi-structured interviews assisted me in generating meaningful data. Semi-structured interviews were conducted face-to-face between the researcher and the participants. An assistant researcher, who is a retired school manager, observed the interview sessions (McMillan and Schumacher, 2010). This made it possible to guide and direct the study instead of involving the entire population of school managers. These interviews were comprehensive in nature, using open-ended questions to gather information on how the participants viewed the world and how they relate to and construct logical measures in their own lives (McMillan and Schumacher, 2010). Throughout the interview sessions a voice recorder was used and field notes were taken for the purpose of collating and analysing the data.

The main objective of this study is to obtain meaningful data from school managers on their experiences of managing CAPS. I conducted face-to-face interviews as I found it to be the most suitable way of obtaining the data required for this study, which also allowed participants the opportunity to examine and reflect on their feedback purposefully. Firstly, upon commencement of the interview session, school managers were given the platform to express and verbalise their thoughts and create a sense of context around the issues that impact their management behaviour, including the 'good' and 'bad' issues. Secondly, questions were asked based on the concepts of the curricular spider web framework

McMillan and Schumacher (2010) and Cohen et al., (2011) indicate that semi-structured interviews allow the researcher flexibility in generating data because it provides for probing questions. It is with this in mind that the formulation of the interview questions encouraged dialogue between the participant and the researcher. Furthermore, the interviews were held in the participants natural settings (school premises) and English was used as a medium of communication which was understandable by all participants. The interviews took place at a time that was most convenient to the participants.

The advantage of using semi-structured interviews was that an environment was created that enabled school managers to reflect, understand and demonstrate insight into their own management experiences. Bearing this in mind, Noor (2008) identifies the limitation of using case studies and semi-structured interviews in that there is a possibility of data being misplaced or actual responses from participants misunderstood if not recorded. To prevent this, all interview sessions were voice recorded and transcribed and field notes were taken. Furthermore participants were also labelled (A – E) to ensure no mistakes were made. I also made use of an assistant researcher, who happens to be a retired school manager, to observe the interviews to make sure that the data generated was authentic and reliable.

3.8.3 Focus Group Discussions

A focus group interview was held to build and expand on the reflective activity and semi-structured interviews which provided the opportunity to obtain differences in feelings and thoughts as well as to find common points of view from the participants. Cohen et al., (2011) suggest that focus group interviews could be used to gather data from a choice of responses given by the participants.

A focus group session took place after the final interview was concluded. In the focus group session, I asked questions to all the participants and allowed them to engage each other in dialogue rather than just constructing questions and expecting responses (Cohen et al., 2011). The main aim of the focus group was to form a line of sight between the reflective activity and the semi-structured interviews. Therefore, the focus group interview assisted me in gathering different points of view from different participants simultaneously. Participants freely expressed their thoughts and ideas which were beneficial to me in establishing how critical issues affect their management behaviour in various ways, as well as their agreement on other pertinent issues. From this, common themes also emerged.

Ndlovu (2012) indicates that focus group sessions must be held in a friendly environment where participants are not hindered in any way so that they can express their true feelings. Bearing this in mind, the focus group session was held on a Saturday morning at one of the schools, thus minimising the interruptions the participants face during their daily activities. They were further encouraged to speak freely. The discussion was based on the concepts of the curricular spider web which they were familiar with. Participants engaged each other meaningfully on issues where they had both differences in opinion and had common points of view on certain other issues. Participants respected each other's point of view. Data generated were recorded and minutes were taken which assisted me in establishing the most critical issues affecting their experiences.

3.9 Trustworthiness

Cohen et al., (2011) illustrate that trustworthiness, credibility, dependability; conformability and transferability are used in a qualitative research design, and these factors examine the meaning of a person's experience. However, the purpose of this study is directed at understanding school managers' experiences and is not intended to measure the meaning of a person's experience. Therefore trustworthiness has been considered during the data generation stage, data analysis stage and data interpretation stage. In an attempt to consider and refine trustworthiness in this study, data was reverted to the participants in the data generation stage in order for them to validate their responses. Furthermore, during the course of the reflective activity and interview sessions, recordings were done and minutes taken to ensure that the actual words of the participants were recorded.

Botes (2013) highlights that trustworthiness is the degree of truth, value, objectivity with regard to the research done; therefore this research should be trusted as it embodies the actual responses of what school managers said about their experiences. In so doing, I used precise quotations from the participants during the data analysis stage to ensure that a high level of trustworthiness is maintained in this study.

3.9.1 Credibility

According to Spencer, Ritchie, Lewis and Dillion (2003), studies should be credible, confirmable and dependable. Therefore, to ensure credibility of the study, I selected different school managers from various schools. I included representation from different ethnic and gender groups to ensure that credibility was entrenched within the study. Furthermore, voice recordings and minutes that were taken of the reflective activity, semi-structured interviews and focus group sessions to ensure authentic and valid data generation.

3.9.2 Transferability, External Validity

Transferability entails the transfer of findings from one study to another. Graneheim and Lundman (2013), including Cohen et al., (2011), indicate that transferability has relevance when the findings can be generalised to the entire population. I demonstrated credibility through the data generation, data analysis and findings process. In so doing I provided substance for the reader to conclude that the possibility exists for data being transferred from this study to another. Therefore many of the school managers' experiences can be transferred and compared to other school managers' experiences in the city of Bloemfontein.

3.9.3 Conformability

Conformability refers to the position the researcher takes in terms of being fair, objective and logical. I maintained conformability of the study by being fair and objective to the participants. In order to entrench conformability, I explained my role to the participants and also explained what was expected of them. Furthermore, the participants' consent form was handed to them detailing the rules and regulations pertaining to this study prior to the start of the data generation stage. Additionally, appointments were made in advance at a time and place that was most suitable for participants in conducting the interviews to ensure that their daily activities would not be interrupted in any way.

3.9.4 Dependability

Graneheim and Lundman (2013) state that dependability refers to the degree of consistency followed in this the study. In order to maintain consistency, participants were given the reflective activity for them to share their own thoughts and experiences, and semi-structured interviews and focus group sessions were held to close the gaps and avoid inconsistencies in their responses. Furthermore, transcripts of the interview sessions were recorded in text and supported by tape recordings. The curricular spider web concepts provided consistency in that all participants were asked the same questions and were allowed to respond in the way they understood the questions. In addition, an assistant researcher observed the interview sessions to ensure that the data were truthful and reflected the participants' actual responses to avoid inconsistencies and biasness in the findings.

3.10 Data Analysis

Cohen, et al., (2011, p. 537) state that data analysis is to create meaning of the data "particularly of the participants, defining the conditions, noting designs, ideas, classification and regularities". This implies that the process of interpreting data is significant in providing meaning through the transcription of minutes and voice recordings throughout the data generation stage.

McMillan and Schumacher (2010) imply that qualitative data analysis is a systematic process in defining the aspects of a study. In so doing, the data generated were analysed from the primary source, i.e. school managers' experiences. McMillan and Schumacher (2010) indicate that primary data are beneficial in deriving information from primary sources, and secondary data are the inferences drawn from primary data. This can be inaccurate as it interprets data from persons or individuals who do not have first-hand experience of the circumstances and situation being studied. The data in this study was interpreted and analysed from school managers who were the primary source, therefore it is their own experiences being reflected upon.

Qualitative data originates from the transcriptions of data and its significance arises from a small number of participants (Cohen et al., 2011). From the narrative expressed by the participants, this provided an advantage in which guided analysis was used to analyse the issues that impact on the experiences of the school managers. Guided analyses assisted me in categorising data into

common themes which best describe their management behaviour within the school context that they are managing.

According to McMillan et al., (2011, p. 364) "qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns among common categories". In so doing, I organised the unrefined data generated from the three phases into categories which are aligned with the concepts of the curricular spider web. Furthermore I organised the data in a way that reflects the participants' experiences, as expressed during the data generation phase. Cohen et al., (2011) points out a limitation of data analysis whereby the number of participants could influence the formulation and findings. To prevent this from occurring, I selected five participants which were reasonable and practical for this study, not jeopardising the quality of data. Also during the data generation phase, ethical issues were considered and maintained.

3.11 Ethical Issues

According to Johnson and Christense (2012, p. 99) "research ethics helped us uphold the things we value". Since this research comprises of people, it is pertinent to follow ethical standards and protocols in terms of research ethics. In order to observe the ethical standards, confidentiality, privacy and equity was ensured with all the participants in ensuring that no harm would be caused to them as a result of this study (Appendix A). In so doing, I made an application to the Free State Department of Education to gain permission. The application also included the targeted schools. Permission was granted by R.S. Malope, Head of Department, on behalf of the Free State Department of Education to go ahead with this study (Appendix B). I also requested permission from each participant prior to the commencement of the data generation phase. The names of the participants will be kept confidential to maintain the ethical standards, as previously mentioned. Participants were also informed that they were free to withdraw from the study at any stage and that they would not receive any monetary benefit as a result of their participation (Appendix C and D).

In order to build trust I was open with the participants in as far as explaining the aspects that govern the research and reassured them that their input and insights will be most valuable to this study. The approval letter from the Humanities Research and Social Science Ethics Committee of the University of KwaZulu-Natal was also provided to the participants, giving them the assurance that the university approved the study to explore school managers' experiences in

managing CAPS in the city of Bloemfontein (Appendix E).I further explained that data generated would be presented to them in order to gain clarity before presenting it to others, as recommended by McMillan et al. (2010).

To prevent people from perceiving that they are being treated unfairly or unequally (McMillan et al., 2010), all questions in the interviews were formulated in an open-ended manner to allow them to respond in a way that they felt most comfortable, in other words participants were not put on the spot to provide answers perceived to be correct. I also reaffirmed trust by informing the participants that their responses, their names and identities will remain with myself and my supervisor and held by the university for a period of five years after which they will be destroyed.

3.12 Limitations

I consulted my supervisor with the following limitations and constraints that may have constrained this study. However, together we have found solutions to these issues.

Firstly, the participants may have not felt free to share information on the basis of being afraid. To build their trust and reassure them of confidentiality, the consent form detailed the spirit and purpose of this study. This allowed them to speak freely and share information. The use of the assistant researcher also helped in giving confidence to the participants that the information they provided would be handled objectively and wouldn't be misdirected in any way, shape or form. Secondly, bearing in mind that school managers are busy and do not want to be disturbed during working hours, all interviews were held after working hours to ensure that they are not disturbed or taken away from their duties. Thirdly, if participants had to travel long distances in order to attend sessions, it would have impacted negatively on their personal time and would have had a cost implication for them. To prevent this I travelled to the various participants to conduct the interview sessions. The focus group session was the only session where four participants had to travel, however this was in close proximity to their respective schools and they were willing to do so. Fourthly, this study included five participants (school managers). It was not possible to access all school managers in the city of Bloemfontein. However, through data generation and data analysis, the findings can be transferred to all school managers in the city of Bloemfontein.

3.13 Conclusion

Chapter three outlined and laid out the research design and methodology used in the study. In this chapter, the research paradigm, the research style, sampling and data generation methods were discussed. Considerations were made with regard to trustworthiness, data analysis, ethical factors and limitations. All these elements directed the approach and process used in meeting the desired objective. Advantages and disadvantages of the methods used were also discussed in understanding school managers' experiences in managing CAPS. In the following chapter that data generated will be analysed in line with the research methods. The aim of chapter four is to take an in-depth look into managers' experiences of managing CAPS.

CHAPTER 4

Research Findings and Discussions

4.1 Introduction

Chapter three discusses and outlines the research design and methodology that has been used in the study. This chapter will present the research findings obtained by the case study of school managers' experiences of managing CAPS, which will be illustrated in chapter five. Hence, the presentation of the data generated will be demonstrated and positioned in accordance with the concepts of the curricular spider web framework. The concepts and themes will help in highlighting and identifying synergies and drawing alignment in terms of data analysis, based on the experiences of school managers. According to Cohen et al., (2011) qualitative data analysis deals with making logical sense in terms of the participants' concepts, feelings and thoughts. Throughout the interviews the researcher used audio recordings and transcribed minutes to present the generated data from the actual words of the participants (Cohen et al., 2011). The transcript of the generated data will be presented using letters (A-E) which reflects the participants' responses.

4.2 Findings and Discussions

The use of the curricular spider web framework in conjunction with guided analysis assisted in formulating the findings and main issues, as indicated in chapter three. Cohen et al., (2011) indicates that qualitative analysis is impacted by the number of participants from which data is obtained productively. The reflections on the managing experiences of the five participants were analysed and interpreted individually, and then compared so that common viewpoints could be conceptualised into themes that represented the significant aspects of these reflections. In so doing, the data analysis was impacted by the experiences of the five school managers involved.

The data generated from the reflective activity and semi-structured interviews are therefore demonstrated below within the framework of the themes of the curricular spider web.

Theme 1: Rationale / Vision

Question: Why are you managing (rationale / vision) the implementation of CAPS?

The reason for managing CAPS is based on three categories namely: pedagogical, societal beneficial and content professional reasons. Below are the reasons given for managing CAPS as presented by the participants during the data generation phase.

Participant A: "I maintain the department's guidelines in trying to achieve the desired results. I use my experience to be an example to teachers and staff as well as learners. I manage teachers in a way to achieve this vision of quality education".

Participant B: "In my role as a school manager, I have the responsibility to implement direct orders as set out by the Department of Basic Education. I do my job to the best of my ability as I have a passion for learners and want them to gain the best education possible".

Participant C: "I am accountable to the Department of Education to carry out my responsibilities accordingly. CAPS was great improvement to OBE. CAPS brought about a change that was positive, however more controls measure need to be put in place in order to refine the implementation process".

Participant D:"CAPS is a policy issued by the Department and instructions set out for implementation I hold meetings with the heads of departments twice a week whereby input is given from teachers and corrective action is taken so that we can achieve good results".

Participant E: "The Department provided a framework that regulates my duties as therefore at the school we strive to achieve the standards as expected. Initially we had a problem with training and support that teachers required but the department addressed this issue by giving us subject advisors to address this matter".

It appears that all the participants did not fully understand the reasons as to why they are managing (the rationale/vision) the implementation of CAPS. In light of what Du Preez and Reddy (2014, p. 2) have stated, vision relates to a "cognitive process that requires us to pull aside the curtains of habit, automatism, banality, so that alternative possibilities can be perceived". This implies that the reasons for implementing CAPS should be directed from personal

experience, including societal interests and taking ones professional/content reasons into consideration. Schiro (2013) indicates that personal reasons refers to knowledge, competence and attitude a person has which will differ from person to person, however it becomes relevant as a result of their experiences given in the context of the managing, teaching and learning environment. In response to this question, participants A and B included personal reasons. Participant A stated that "I use my experience to be an example to teachers and staff as well as learners". Participant B mentioned "I do my job to the best of my ability as I have a passion for learners".

It becomes clear from the responses given that school managers do not fully understand the personal reasons as to why they are managing. This suggests that they do not reflect on their own strengths and weaknesses and don't do self-introspection, but instead are only reliant on the Department of Basic Education (societal reasons) to provide guidelines which they follow in implementing the curriculum. This requires a need to draw the school managers' attention and awareness to their own levels of skills and competencies which will enable them to be proactive rather than reactive in managing the curriculum effectively.

Jones and Mooney (2000) describe the awareness of a societal vision as the ability of learners to focus well on basic education that will enable them to pass Grade 12 with good marks that give them the opportunity to get better jobs, become entrepreneurs and further their education. This contributes to reducing the unemployment rate and building on human skills and resources. Furthermore, Schiro (2013) argues that managing, teaching and learning results in redressing injustices in society by providing a pathway for a better quality of life for previously disadvantaged people, fostering a culture of continuous learning, contributing to social change and human resource development. None of the participants mentioned these considerations in their responses. An inference can be drawn which suggests school managers are internally focused and are not considering the future impacts of the societal needs with regard to the role they play in managing the curriculum.

A content-driven vision places emphasis on performance of management and teaching curriculum (Bernstein, 1999). A learner's cognitive sphere is used to determine/measure whether the learner succeeds or not in the demonstration and understanding of that specific content. Curriculum Assessment Policy Statement was introduced in 2012 with the first group of Grade 12 learners completing school in 2014. In that year, the pass rate declined compared to the previous year. This indicates that the Department of Basic Education, as well as school

managers, did not have an understanding of CAPS but were still orientated from an outcome based perspective. Performance based curriculum is assessed in terms of global standards whereby learners are measured against the content of these standards. Participant A, D and E responded by saying that they implement CAPS as an order and guideline set out by the Department of Basic Education, however participant C stated "CAPS was great improvement to OBE". The participants did not mention how they measure the teaching and learning environment with regard to the required performance standards, besides indicating the direction given by the Department of Basic Education with regard to implementation. Participant C stated that CAPS is better than OBE, although no mention has been made about the specific content and whether it has positive or negative implications on performance.

With regard to this question, participants seem clearly confused or demonstrate a lack of understanding of exactly what is expected of them in order to achieve the curriculum vision. The curriculum vision is the cornerstone in driving desired curriculum outcomes. This is an indication that it will become increasingly difficult for the school managers to achieve, firstly, the philosophy of the intended curriculum, secondly, drive operational implementation aspects of managing teachers effectively, and thirdly, create an environment whereby learners perceive that they are receiving a high quality learning experience.

Theme 2: Goals (Aims, Objectives and Outcomes)

Question: Towards which goals are you managing (aims/objectives) the implementation of CAPS?

Participant A: "Most importantly that learners successfully achieve the best results possible, to strive for creating a good learning culture at the school. To make sure that the teachers and learners get the support they need to succeed. This will help in the formation of learners and assist in their wellbeing".

Participant B: "To achieve high levels of academic results. Stay in line with department policy. To make sure that teachers have clear objectives and necessary resources to perform their duties. To work together with governing body in order that the school gets support from the parents to achieve good results for learners and assist with funding requirements. To make sure that the yearly planning is in place before the year begins and that control measures are in place to

achieve the curriculum requirements. To makes that all teachers are properly trained and are clear about the subject material they teach."

Participant C: "To make sure the school has 100% pass rate. To manage all areas affecting the school such as curriculum implementation, finance and administration, to regularly meet with the circuit school inspector to give feedback on the school progress. To make sure that teachers are motivated and lessons are prepared well".

Participant D: "That all teachers are competent and learning is productive on a daily basis. My main aim is to create structure in the school by communicating and solving problems as they arise. I also need to give the teachers support as they manage large classrooms and have a lot of administration work. To give learners the opportunity of the best quality education they need."

Participant E: "CAPS is a good plan because the curriculum informs us what part of the syllabus for different subjects is most important. This helps teachers pay attention to specific areas of what learners should understand. It makes it easier to measure how teachers are performing. It also helps me to assess teachers and solve problem areas. I manage all areas of teaching and learning so that the school achieves high academic performance."

According to Kennedy et al., (2006) goals are separated into three segments namely: aim, objective and outcome. The aim refers to a long term view of achieving a goal. An objective is a short term goal that needs to be achieved. An outcome is a measure of success, relating to the goal. Participants A to E have demonstrated that they manage the implementation of curriculum with the aim of achieving high standards of curriculum performance. When it comes to objectives participants A to E have also shown that their main focus is on teachers and learners in their daily management activity. However, only participant E has demonstrated the need to assess the outcome. Participant E stated that "I manage all areas of teaching and learning so that the school achieves high academic performance".

These findings suggest that school managers do not holistically focus on all areas of the goals they are managing (aims/objectives/outcomes). Therefore it can be concluded that the goals are not systematically formulated in advance to ensure that specific aims and objectives during the course of the year are periodically assessed in order to achieve the desired outcome. It also suggests that school managers, in their daily duties, are executing high levels of operational tasks and that these tasks have their own challenges that could be time consuming. By their reflections

there is a gap in understanding the link between long term goals and short term operational goals. School managers need to formulate goals, together with teachers, well in advance so that they can be planned, resourced and implemented into actions that are clearly understood by teachers and are measured regularly in order to achieve the desired curriculum outcome.

In addition, the lack of knowledge in distinguishing between aims, objectives and outcomes (Khoza, 2014a) suggests that managers do not understand these concepts which underpin the criteria for the performance based curriculum. Their reflections indicate that the school managers are managing CAPS from a competency based curriculum perspective. According to Carl (2009), objectives should be set by teachers so that they are clear on what specifically must be achieved at the end of each lesson. Participant D indicated but did not fully understand the concept "...that all teachers are competent and learning is productive on a daily basis...". Participant E stated that the "curriculum informs us of what part of the syllabus for different subjects is most important". This finding illustrates that school managers are unaware that CAPS is directed by aims and objectives (performance curriculum).

Hoadley and Jansen (2013) reveal that performance is centred on the subject that is taught, and that there are not specific rules on how the subject should be taught. For example, if a teacher is teaching mathematics CAPS, school knowledge becomes relevant rather than general knowledge in delivering their lessons and there are clear guidelines of aims and objectives within the CAPS document. In their reflections, school managers stated that they manage teachers but did not demonstrate how they are managing the aims and objectives within the construct of different subjects. Therefore, it can be established that if this process is not managed, teachers can easily go off course and not achieve the outcomes driven by the aims and objectives of different subjects. The implications as a result of this could jeopardize and create inconsistencies in the quality and outcome of the performance curriculum. This difference could vary from school to school.

Kennedy et al., (2006) reveals that goals are broad based statements and aims, and objectives are specific statements of the teaching intention. All participants reflected on goals using broad-based responses and did not demonstrate the importance of aims and objectives in managing the implementation of CAPS. The findings reveal that there is a need to orientate school managers on goals (aims, objectives and outcomes) and the interdependencies of this concept in order to enable them to lead, manage and monitor the quality implementation that is provided within the CAPS framework. In so doing teachers will be clear on the outcomes that needs to be achieved at

the end of each lesson. It will further equip school managers to evaluate the strengths and weaknesses of different subjects, allowing them to support, evaluate and take corrective action where they find the outcomes are misdirected or not achieved. Furthermore, it will provide consistency and improve the quality of subjects taught from school to school adding more value to the learning experience.

Theme 3: Content

Question: What are you using to manage (content) the implementation of CAPS?

Participant A: "I use an integrated management system as a source to manage. Subject advisors from the Department assist in giving support. I find that the language subject advisors give good support and pay regular visits to the school to meet with teachers and hold training sessions with them. Maths subject advisors are not so regular and teachers are sometimes not so clear on the subject material. I use the department policy of CAPS to help in implementation."

Participant B: "The department policy documents, also workshops are held by the department from time to time, this helps to a certain extent but it is not frequent. Teachers sometimes have problems in understanding the content requirements for maths and science and rely on the subject experts to help; basically there is not enough support and assistance we receive."

Participant C: "I use management and control systems that assist in me managing the content requirements. The issue we have is that the content is not always clear within the policy and teachers have a problem with maths. The department does not always communicate and ask for input to improve this. When CAPS was rolled out workshops were held to direct us on what needs to be implemented but ongoing training for teachers does not happen that is why there is confusion".

Participant D: "The staff and management structure at the school is very strong. We have lots of experienced teachers that understand curriculum. The content document on CAPS helps us to focus on the material that the learner is taught. We also have subject advisors that meet with teachers and also assist. Each department head has a weekly meeting with the teachers to make sure that the syllabus is completed on time."

Participant E: "I have meetings with my staff regularly. Textbooks, teacher training guidelines and the circuit inspector that help. Teacher training should happen more often. This will help them to become more familiar with the exact content that is required. The CAPS document is clear on what needs to be achieved from the subject but does not help enough especially with new teachers."

Hoadley and Jansen (2013) suggest that the first step in teaching happens when the teacher understands the subject matter that he/she is teaching and that teachers are scholars and must be competent in all the aspects of the subject material they teach. In their responses, participant A indicated that teachers sometimes have a problem in understanding the content of maths whilst participants B and C indicated that teachers have problems in understanding the content of maths and science.

As mentioned in the literature review, CAPS implies implementation that will improve the national curriculum statement. Therefore, the aim in the design is to improve the understanding of content and how content is assessed. The implications as a result of teachers not fully understanding the content material means that quality, consistency and sustainability of learning are compromised. It makes it difficult for managers to manage the implementation process as teachers' skills are not at the required level which will impact on the teachers' performance and compromise the outcomes of the performance-based curriculum. The subject advisors and the Department of Basic Education should play a more active role in engaging with teachers, holding workshops and seminars and improving the level of communication with school managers to align teachers, specifically in maths and science, with the content requirements of CAPS.

Berkvens et al. (2014) suggest that content within the curriculum is centred on the formation of a learner and preparing the learner to progress in future education and work within the scope of the economy. Physical science and maths content become crucial to the learner's development in the preparation for tertiary studies; however, it does not prepare the learner for the working environment because more time is needed to develop theoretical and practical knowledge. This suggests that if teachers are having problems related to the content of the subject material, it creates a barrier in the formation of learners. School managers face a leadership challenge in the development of teachers and learners due to the lack of support they receive from the Department of Basic Education. Participant B describes this saying "Basically there is not enough assistance and support we receive."

Shulman (1987) revealed that teachers not having sufficient pedagogical content knowledge, may contribute to a high failure rate (attained curriculum). Teachers not understanding the full content of maths and science could result in learners becoming discouraged which could end up in them failing. Therefore it is in the best interest of the learner that the Department of Basic Education, school managers and teachers revise the implementation process with regard to content, to improve the quality of learning.

Scribner, Cockrell and Valentine (1999) indicates that a lack of communication between the Department of Basic Education and schools result in a lack of principle leadership, misdirected school priorities, and impacts on the work of a teacher. Participant A stated "that subject advisors are not so regular and teachers are sometimes not so clear". Participant E stated that the "CAPS document is clear from what needs to be achieved from the subject but does not help enough especially with new teachers". Participant C mentioned "...the department does not always communicate and ask for input to improve this...."

The findings suggest that school managers are not in a position to assist teachers because there is an apparent reliance on the department in order for them to lead and manage curricula. It also indicates that they are not aware that they should be taking a more active role in becoming the medium of communication in terms of the content material that should be taught, as stipulated by the Department of Basic Education, and communicating to their teachers as to exactly what is expected from the curriculum that needs to be taught. The literature review supports the need for managers to take an active role in the leadership of curricula.

Furthermore, content priorities can be misaligned and misdirected if communication and feedback between the school managers and teachers is not understood. If teachers also lack knowledge content, the implications that the teachers' capacity to understand and deliver quality lessons are negatively impacted (performance curriculum). This concludes that the Department of Basic Education, school managers and teachers are working in isolation. The Department of Basic Education, school managers and teachers should collaborate to evaluate the needs of teachers' shortcomings to understand their strengths and weaknesses with regard to content material and bridge the gap so that teachers are equipped with the knowledge and understanding of the content they teach.

The findings have shown that school managers are not aware of how they should manage the implementation of content. The Department of Basic Education also has a role to play in

assessing school managers' competence and ability to manage the content of CAPS effectively. In so doing, school managers will be able to understand which teachers specifically need training, support and knowledge that will allow them to empower their teachers with the required CAPS content knowledge.

Theme 4: Time

Question: When are managing (time) given to the implementation of CAPS?

Participant A: "Managing CAPS is a full time job. I find that CAPS is better than OBE but has too much of administration for teachers. Sometimes teachers can not finish the syllabus because of curriculum overload. This causes a lot of pressure. Time spent with orientating teachers ensuring that all resources are available and assessing teachers become challenging at times."

Participant B: "It is time consuming in planning daily, weekly and for every term outcomes. Continuously I assess teachers by classroom visits to see if their preparation is done well and whether they are effective in the classroom. We have large class numbers and I have to make sure that learner assessments are done on time, all textbooks are available and teachers are meeting their syllabus deadlines. This takes most of my time. When all these structures are in place it takes away a lot of pressure."

Participant C: "The CAPS system is time consuming. Subject material is lengthy and has to be completed within a certain period of time. My priority is mainly to ensure that I give time to teachers who are not performing well. Teachers' absenteeism plays a role in us falling behind then I have to step in and take action. Also to organise and allocate resources such as textbooks, classroom material, year and month planner and monitoring this process is time consuming and most of my time is dedicated to this."

Participant D: "All management activities at the school and as far as curriculum is concerned a lot of my time. CAPS is good but we do not get much support since CAPS was introduced so I have to ensure that I manage teachers, HOD's and staff to make sure that all the requirements of a successful curriculum is implemented."

Participant E: "I get a lot of support from my staff. We prepare well for the following year on the requirements needed to implement CAPS. The content is lengthy so extra classes are held on weekends and holidays to make sure that teachers complete the syllabus. The management of time in implementing CAPS is important because I have to keep in line the all curriculum activities to make sure that the syllabus is completed."

All participants have identified that the implementation of CAPS is time consuming. Participant A mentioned that "ensuring all resources are available and assessing teachers become challenging at times". Participant B identified that planning and continuous assessment takes a lot of their time. Participant C mentioned that the subject material is lengthy and that the main priority is to focus on non-performing teachers. Participant D acknowledged that managing teachers and staff take up time in CAPS implementation. Participant E stated that curriculum activities take up time. These responses imply that school managers are dedicated and committed to CAPS implementation; however, their time management of CAPS is taken up by operational issues. They have to play a role in the organising, planning and monitoring of the implementation process.

According to Wise and Bush (1999), school managers still make teaching a top priority but now recognise the need to monitor teachers' work in order to ensure implementation of the school policy. In light of this, participant C spent a lot of time with non-performing teachers. This suggests that the school manager has to play the role of a coach and leader in managing teacher performance. Participant C also mentioned that the teacher absenteeism rate impacts negatively on curriculum deadlines. This has implications for the school manager as alternative plans have to be put in place continuously to ensure the syllabus is on track. Participant A mentioned that to orientate teachers and assess them become challenging.

Wise et al., (1997) mention that school managers' duties are most important in monitoring teaching, and it is a central part of their role. By ensuring that teachers are monitored school managers can spend their time dedicated to performance curriculum. Participant B stated that it is time consuming in planning daily and weekly activities for every term's outcomes. These responses imply that the implementation of CAPS takes time and effort from a planning, execution and monitoring perspective.

It therefore can be concluded that school managers are spending a lot of time in the implementation of CAPS, however the weighting of time allocations is dependent on the

challenges they face in planning, leading, organising and controlling. There is a need for the Department of Basic Education to conduct a time-and-motion study for school managers in order to understand their challenges and the amount of time they spend resolving problematic areas, for example teacher performance, resource allocation and administration. This will assist in streamlining the implementation processes and understanding the impacts of lengthy subject content material on managers' ability to manage effectively. It would also assist school managers to understand teachers' problems and will enable them to be more proactive in their leadership approach. A time and motion study will also inform the Department of Basic Education and school managers on the weighting of time spent in relation to value (teaching and learning).

In addition, Spillane (2004) suggests that a school manager's time should be spent mostly on managing curriculum, culture and managing resources, supporting, assessing and monitoring teachers. Participant A and C suggested that most of their time is spent on classroom visits, monitoring reports, tracking performance, assessing teachers and ensuring that resources are managed. Participant C also mentioned that teacher absenteeism plays a role in teachers falling behind on completion of syllabus however the main priority is to give time to teachers who are not performing well. Participant D suggested that not enough support is given so time is spent on teachers and staff to make sure that the requirements of a successful curriculum are implemented. This concludes that school managers are not spending sufficient time on teacher development which is the centre of their management duties. It is also clear that school managers are spending their time troubleshooting problems.

Theme 5: Management Activities

Question: What methods are you using (management activities) in the implementation of CAPS?

Participant A: "I do regular classroom visits to makes that teachers are prepared and delivering quality lessons. I have management meetings with heads of department on a regular basis. I get reports on a monthly basis where problems are identified and what action steps I need to put in place."

Participant B: "The department has given and guideline on what should be managed. Inspection and classrooms visits to evaluate progress and processes."

Participant C: "I conduct teacher assessments on a regular basis. I use integrated management system to track performance. I have systems in place and reporting structures that assist me."

Participant D: "I use the framework that is set out by the department. Regular visits from the circuit inspector also assist I communicate with heads of department to make sure that all elements are in place. I also rely on reports given by HOD's."

Participant E: "I rely on feedback, reports and monitoring and control measures are put in place. I hold regular meetings with teachers and get feedback from the Department of Education on how we are performing with CAPS."

In their reflections with regard to the methods that they use, the participants did not give any clarity in terms of the methods and they focused on actions, rather than methods. Therefore school managers are unclear about what methods can be used in the implementation process to obtain quality results. Participant A does regular classroom visits and monitors the quality of lessons as a method. Participant B uses the guidelines given by the department and does classroom inspections as a form of evaluation. Participant C uses an integrated system to track performance and has specific systems in place as a supporting method. Participant D also uses the framework set out by the department, communicates with heads of department and relies on their feedback. Participant E has reports and monitoring measures in place and relies on the department for feedback. While these measures may assist managers, it does not give one the confidence that a precise method is used and how well the measurements are done in order to take corrective action.

According to Beaver (1994), total quality management is an effective management method that can be used in the classroom to achieve excellent quality results. This suggests that TQM is a method that school managers can adopt so that they can measure the implementation of the curriculum. TQM is achieved by meeting the highest quality standards that are clearly defined, implemented and measured. Teachers can be empowered to deliver excellence whilst school managers can measure and take corrective measures continuously to improve the outcomes (performance curriculum). The TQM process could empower school managers to provide direction, control and monitor implementation and give them a clear picture of the deliverable outcomes.

According to Berger (1997), the Japanese Kaizen concept demonstrates the design a manager can use in terms of process standardisation and work output. From the reflections of the school managers it can be concluded that the methods they use may need more refinement and control. Kaizen is designed to be a standardised method that optimises skills, processes and communication for continuous improvement. School managers could adopt Kaizen as a method as it will address the lack of skills in teachers, and it will provide school managers with a standardised measurement tool that enables effective communication. This could bridge the gap and allow school managers and teachers to identify problem areas with regards to teachers' skills, unclear content material and understanding the rationale for managing and teaching. It could also improve school managers' time management and capacity to focus specifically on areas that need actions in delivering results.

According to Luthans and Peterson (2003), self -assessment is an efficient way of coaching that is centred on effective self-awareness and management behaviour. School managers could also make use of self-assessments which could heighten the awareness of the teachers of their own shortcomings. In so doing, the teachers could ownership of their own self-development. This will also make it easier for the manager to get input from their teachers and encourage engagement and communication. It could also improve the management behaviour of a school manager who then allows two-way communication, through which he/she plays the role of a coach. This approach could build trust and teamwork.

Theme 6: Resources

Question: What tools are you using (resources) to manage the implementation of CAPS?

Participant A: "The most important resource is teachers. In order to make sure that teachers are doing their job well, I need to motivate them and provide them with the tools that they need to do their jobs. These are textbooks, workbooks, chalkboards, overhead projectors and computers."

Participant B: "I try to make sure that all teachers have the tools needed. There is a need for more computers at the school but funding is scarce. Teachers find that computers are a good way for preparing and delivering lessons. However, most teachers lack computer skills in the use thereof. Although we have large classrooms learners have sufficient textbooks, writing material to facilitate the learning process."

Participant C: “I try to ensure that all tools are used in a productive way for example textbooks, writing material and overhead projectors. More computers will provide better tools but teachers need to be trained properly”.

Participant D: “We have a problem with students not having sufficient text books due to the large class numbers but I try to ensure that by providing workbooks it helps in solving the problem. I communicate with teachers to make sure that all classrooms are equipped with chalkboards to give quality lessons.”

Participant E: “Teachers like the idea of using computers however, not all teachers at the school are highly proficient in the use of computers. For all specialised subjects for example maths and science we make use of calculators, geometry sets, world globes to use as tools in enhancing the learning experience. Teachers are a valuable resource in making sure that teaching is optimized and learning is effective”.

In the managers’ reflections with regard to what resources are used in managing the implementation of CAPS, participants A and E mentioned that teachers are a very important resource. Participant B and E stated that the use of computers is a beneficial resource however teachers do not have the sufficient skills in optimising and making use of computers as an effective learning tool. Participant D mentioned that there are not enough textbooks, which is a concern. All participants indicated that tools such as textbooks, workbooks, chalkboards and overhead projectors are tools that are used in managing the implementation of CAPS. Crouch and Mabogoane (2001) argues that too much emphasis is placed on increasing and distributing physical resources instead of good management of resources. Only participant D has indicated there is a lack of textbooks. This indicated that there is an inequality in terms of basic tools amongst schools. However, participants A, B, C and E indicated that they have enough basic resources to manage the implementation of curriculum, but did not indicate which tools are most effective and productive. This suggests that there is a need to evaluate resource management at schools in order to understand the full extent of resource capability. This will also allow the department to spend money in an equitable way so that it provides schools with the basic resources that are fundamentally important.

According to Gülbahar (2007), technological integration requires teachers and administrators to be fully competent prior to the use of computers in a teaching environment. Participants B, C and E indicated that the use of computers would be good; however, teachers lack sufficient computer

skills. The participants have identified this gap of a lack of computer skills amongst teachers and suggest that they have not made this integration due to this reason. So it can be concluded that there is a need to up-skill and train teachers in becoming computer literate. The limitation for teachers not being computer literate is that they are not evolving with the requirements for a new generation of teaching that could be both beneficial to them and the learner, whereby it could be easier to transfer knowledge from teacher to learner and enhance their experience of learning. It may also have benefits for the school manager in assessing the teacher from a computer programme base rather than a paper base. This could lead to benefits in time management, capacity-building and streamlining processes with regard to management effectiveness.

Miles and Darling-Hammond (1998) suggest that resources can be used in an innovative way to maximise the impact. School managers can also think about innovative ways on how to use a specific resource for multidimensional uses, for example, by simply suggesting that a chalkboard can be modified to include a dropdown screen. This could minimise the cost and include the use of an overhead projector. Therefore it can be concluded that school managers need to evaluate their resources in order to manage them effectively.

Participants A and E indicated that teachers are their most valuable resource. The literature supports managers taking a leadership role, stating that teachers need to be nurtured, motivated and inspired to ensure that they perform at their best and are resourceful in the way they impart knowledge from a practical and theoretical dimension.

Theme 7: Management Role

Question: How are you facilitating teaching (management role) in the implementation of CAPS?

Participant A: "My job is to lead teachers by the example I set. I focus on motivating them, ensuring that the quality of teaching is at a high standard. Teachers feel that the workloads of CAPS causes stress as a result of time pressures placed on them because of an overload curriculum. I try to manage teachers stress levels and balancing workload."

Participant B: "I try and support teachers in the areas of difficulty such as not understanding the content, time management and administration work. Leadership is very important in showing direction and communicating effectively to make sure teachers achieve their results. I try to ensure that teachers have the necessary resources and tools to do their jobs well. Each Head of Department has a cluster of five teachers under their control and these teachers are responsible for approximately 200 learners. The problems that teachers have most of the time are undisciplined learners and also a lot of workload. This causes a lot of stress on teachers and teacher absenteeism is high in some cases. The absenteeism adds on to the problem because the teachers, in some cases, cannot catch up on outstanding work. I try and support these teachers by reallocating the workload. Teachers believe that they are not included in all decisions of CAPS and have to rely on subject advisors and myself to support them."

Participant C: "Regular meetings are held with teachers to listen to problems and to find solutions. Sometimes teachers believe that are not paid in comparison to people in the corporate sector. This results in teachers performing poorly or not at their best. It is difficult to terminate poorly performing teachers. The added burden is taken up by good performing teachers that have a passion for teachers. The curriculum is very broad and I try to focus on quality teaching."

Participant D: "I try to provide structure, monitoring systems and on-going training for teachers that need help. This is also supported through subject advisors. Leadership and management is important in me making sure plans are in place, assessment of teachers are done in order to understand the areas they help. Teachers feel that they do not have input in the planning of CAPS and sometimes do not take ownership. I actively listen to identify issues and solve problems."

Participant E: "I have a passion for my job and try to make sure that the teachers have the same passion. The main problem is that teachers feel that their workload is too high and they have to complete lots of work in a short space of time. I try not to have long meetings with teachers during teaching time to avoid this. I also support them with tools and resources they need on a regular basis."

In the school managers' reflections on how they facilitate the teachers' roles, participant A stated that "teachers feel that the workloads of CAPS cause stress as a result of time pressures, because of an overload curriculum". Therefore support is given in managing stress levels and balancing workload. Participant B indicated that time pressure, undisciplined learners and workload causes

stress on teachers resulting in high absenteeism rates. Support is given by reallocating the workload. Participant C indicated that some teachers believe that they are not adequately compensated in comparison to people in the private sector. This results in poor performing teachers and, as a consequence of this, an added burden is placed on good performing teachers. The participants also indicated that the curriculum is broad and focus is on quality teaching. Participant D indicated that leadership and management is important in planning, assessing and understanding teachers' issues. Participant E suggested that the main problem is that teachers feel overloaded and cannot complete work in a short period of time. Participant E acknowledged that long meetings can be avoided during teaching time.

According to Butt and Lance (2005), there is a relationship that exists between teachers' workload, job satisfaction and work life balance. The reflections clearly identify that teachers are overloaded which causes stress, resulting in absenteeism. There is a need for all stake holders (Department of Basic Education and school managers) to review and evaluate the design, methodology and content deliverables within CAPS, in order to understand where the overload lies in order to assist teachers to cope with content and timeline requirements. This could address the need to streamline processes within CAPS that will assist teachers and school managers.

A concern exists where three participants identified high levels of stress amongst teachers. The literature supports how stress should be identified and managed. Therefore it can be concluded that stress amongst teachers should be viewed in a serious light, and intervention strategies on teacher wellbeing is needed from the Department of Basic Education and school managers as it has a negative impact on the physical and mental wellbeing of teachers and could adversely affect job satisfaction and job performance. Learners could also pick up on these sensitivities causing additional stress in a learning environment.

Furthermore, Bredeson (2000) indicates that school managers can assist in the development of teachers by providing directional instructions and creating a learning environment involving them in designing, assessing and providing development outcomes. Participants B and D have indicated that teachers feel that they are not consulted in curriculum design. In order for school teachers to take ownership, they should be consulted in how the curriculum is formulated, implemented and evaluated. This could improve the total understanding of the end-to-end process of CAPS. It also would assist the school managers to be better leaders in that they can play a more motivating and inspiring role in teacher development.

An opportunity also exists for the Department of Basic Education to train and develop school managers in the critical areas of how to develop their teachers better in terms of providing them with a better understanding of how they can involve teachers in more ways to effectively implement CAPS in their schools. School managers need to identify the strengths and weaknesses of teachers and provide opportunities of how they can be trained and supported in their development, individual teacher development plans can be developed that are specific to each teacher with specific timelines and outcomes. This development plan can also include support the school managers, as well as peer to peer training whereby good performing teachers can assist poor performing teachers. The positive implications of this are that it could develop well performing teachers for future management roles, improve succession planning and management capacity and also re-energise poorly performing teachers.

Furthermore, participant C identified that teachers believe that they are not compensated adequately in comparison with people in the private sector. This concludes that there is a need for the Department of Basic Education to investigate this belief in order to understand this issue better and to evaluate whether teachers from a broader spectrum have similar feelings.

Theme 8: Grouping

Question: Whom are you managing (grouping) in the implementation of CAPS?

Participant A: "I am responsible for managing all teachers, HOD's, vice principal and administration staff and students. Teachers need support, training and motivation on an ongoing basis. In managing students it is important for students to be disciplined and have the willingness to learn."

Participant B: "I manage different groups of people mainly teachers whereby I monitor and assess their performance. Some teachers do not have the passion for their jobs so I try to lead them in the best way I can. I also inform parents on the learners' progress and from time to time parents and teachers have disagreements on learners' results and how they are disciplined. Regular meetings with the school governing body are held where detailed reports are tabled for discussion."

Participant C: "Teachers, learners, parents and the Department of Education, teacher trade unions. Teachers are managed closely to ensure that they prepare well and teach quality content. Learners should abide to the code of conduct and culture of the school. I manage the learners to make sure that they are in line with this. Parents have access to me when there are issues with marks, discipline and are not happy with the teacher. The Department of Education instructs us on the policy of CAPS. I have to make sure I manage this policy effectively. Trade unions hold meetings with us one a year in Port Elizabeth so that I manage the policy."

Participant D: "All structures in the school, teachers feel overloaded from a full schedule. I have to make sure I manage the teachers to complete their syllabus and I spend a lot of time with teachers who have stress as a result of their overload. Learners are managed to be disciplined and come to school to learn. I keep close contact with Parents, the Department of Education and the school governing body."

Participant E: "Teachers, learners, parents are the three most important groups that I manage. I manage teachers to make sure that they are professional, learner discipline in the classroom especially is very important. We have parents meetings once a quarter whereby parents are informed on the learners' progress in order to improve their results in cases where students are not performing well."

From the reflections of the school managers, it is clear that they are responsible for managing and leading various groups of people as a priority and these groups require a different leadership style and approach. According to Sergiovanni (1984, p. 2), school managers should be aware of using adapting leadership styles within these different groups such as a leader as a "management engineer, a leader as a human engineer, a leader as a clinical practitioner, a leader as a chief and a leader as a high priest". This is an indication that school managers have to be highly skilled in leadership competencies in order to adapt to the groups of people they deal with on a daily basis.

Firstly, all participants identified that teachers are the main group of people they need to manage. Participant A mentioned that teachers need support, training and motivation. Participant B mentioned that teachers need to be monitored and assessed in their performance. Participant C mentioned that teachers need to prepare well and deliver quality content. Participant E mentioned that teachers need to be professional. As a management engineer, school managers have teachers under their sphere of control, as a first link in their chain of command. Whilst the participants have shown the importance of planning, monitoring and evaluating for teachers, they

did not articulate the holistic view of management competency and how planning, leading, organising and controlling are elements that need to work together in order to make sure that they are managing teachers effectively.

In order for managers to optimise teachers' results, attention is needed to make sure that lessons are planned well with specific timeframes that need to be achieved at the end of each period. Teachers need to be led from a position where they are given clear direction and clarity on their performance expectations. Motivation and inspiration also could have a positive impact on their performance. The organisation of curriculum from a theoretical and practical base and how it is taught will provide structure and a clear defined process on the implementation of curriculum and the availability and organising of resources also need to be considered. Control will provide the school manager with the means whereby the teachers can be assessed, monitored and feedback could be provided regarding their areas of weakness. The curriculum process on implementation could be evaluated on a daily basis to identify problem areas and corrective action could be taken swiftly.

Secondly, as far as the school manager adopting a human engineering style is concerned, participant A mentioned that teachers need motivation and that "students are disciplined and have a willingness to learn". Participant B indicated that, from time to time, teachers and parents have disagreements around how learners are disciplined. Participant D indicated that a lot of time is spent with teachers that are stressed as a result of work overload. Whilst these participants expressed the challenges they face with the different groups of people they manage, the literature demonstrates that school managers need competencies and interpersonal skills to manage these interest groups from a collaborative perspective, with learning being the outcome.

Thirdly, with a leader as a clinical practitioner, all school managers expressed that teaching and learning is the main purpose of their job and teachers and learners are most important, however, participants C and D mentioned that the Department of Basic Education also forms part of the group that they manage in executing the curriculum policy. This concludes that either participants A, B and E are not aware of the importance of understanding the policies or guidelines of CAPS in the implementation of CAPS, or that they might be aware of it, but they did not reflect on it. The implementation of CAPS requires a clinical approach. Therefore it is important that school managers understand the curriculum design, objectives and how to measure the effectiveness thereof so that they will be able to manage the implementation process and the outcomes.

Regarding a leader as a chief, participants A and D reflected on learner discipline and learning as being important. Whilst discipline is important for learners, participants did not reflect on the importance of building a culture of learning and demonstrating the important values that drive school culture within teachers, learners, parents and school governing bodies. It is important for all these role players to understand the values and norms that embody the school ethos.

In a leader leading as a high priest, participant B reflected that progress of learners is discussed with parents and regular meetings are held with the school governing body. Participant C mentioned that intervention is needed when there are disputes between teachers and parents and that meetings are also held once a year with trade unions.

These participants reflected on the external parties that they manage. School managers manage groups of people internally and externally, for example, school governing bodies and teacher unions, therefore it is vitally important that these groups of people share a collective vision and rationale as to why learning is taking place and their involvement in the schools' activities should focus on learning as the objective. It is essential that the school manager, in managing these groups, brings about a common vision both internally and externally in their negotiations and bargaining discussions. It can be concluded that all groups (teachers, learners, parents, school governing bodies, the Department of Basic Education and trade unions) work in synergy and it is the managers' task to bring these groups of people together so that they can embrace learning as the main priority.

Theme 9: Assessment

Question: How do you assess your teachers (assessment) in the implementation of CAPS?

Participant A: "Teachers were not given enough training as far as CAPS is concerned. In assessing teacher I use classroom visits periodically to make sure that lessons are taught well. HOD's assess teachers through observing their preparation and approach to teaching."

Participant B: "I assess teachers through book controls and classroom visits. I conduct regular meetings with teachers that are not performing. The teachers' performance is entirely up to me to manage. We get little support from the Department of Education especially when new teachers

are brought into the system and need further training. I try to assess their performance and monitor them closely to make sure that they are performing to a high standard."

Participant C: "The management of teachers are done through classroom visits to make sure that the teacher uses all resources and tools to provide learners with great lessons. The Integrated Quality System is also used to manage teachers. Diagnostic reports are done by HOD's to ensure that teachers maintain high standards. Formal assessments are also done from time to time to monitor teachers' progress."

Participant D: "Through observation and monitoring teachers I find that they are overloaded, therefore it makes the assessment very difficult. With the changing and unclear policy from the Department of Education it makes it difficult to stick to a consistent assessment process. A more clear process on assessment should be implemented to make sure that teachers are consistently monitored."

Participant E: "I have teachers that have different levels of experience therefore some teachers are assessed regularly. Feedback is given to them on a daily basis on areas of improvement. Heads of department and I make regular classroom visits to observe teachers behaviour and attitude towards teaching. The Department of Education should provide a better top down approach is needed in assessing teachers."

Chou (2011) indicated that formative assessments (informal), summative assessments (formal) and continuous assessments are three types of assessments that a school manager may engage with when assessing a teacher. This implies that informal assessment should be used for assessing teachers because it includes activities done by the teacher. The school manager should be aware and have input into these activities so that he can assess the teachers' effectiveness and the value it adds to the learner.

However, formal assessment activities refer to what the teacher does to achieve the teaching programme in order to see if the learner has achieved these outcomes. School managers should be in a position to understand the daily tasks that are expected by a teacher and what the teachers aims to achieve as an outcome after each lesson. This indicates that the school manager should get feedback on a daily basis although this could be time consuming, it is important to understand why the teacher did not achieve the set outcomes.

School managers are not aware of these different types of assessment activities (Chou, 2011). Through the participants' reflections they are unaware of these three methods by which teachers should be assessed. Participants A and D mentioned that they have classroom visits to measure teachers' performance through observation. This demonstrates an informal type of assessment. Although this is a good form of assessing teachers' performance, the school managers did not reflect on the value they get from this form of assessment and how they engage with teachers in this process in order to improve the teachers' competencies.

Curriculum News (2010) supports CAPS (2011) in suggesting that when informal assessments are conducted through observation and discussions, this should form part of the building block to prepare for formal assessments. Therefore, if school managers are not taking into consideration the value of classroom visits to assess teachers, this would make it difficult for them to prepare for a formal performance management discussion with teachers. They would not be in a position to give teachers feedback on their strengths and weaknesses. In so doing, teachers would not be able to improve their teaching skills and experiences and they would not implement new ways of doing things due to them not being aware of the required performance standards.

Participant C was the only participant that mentioned that formal assessments are done from time to time to monitor teachers' progress. School managers are unaware that formal assessments should be done frequently. It is critical that school managers take into consideration the value of formal assessments. Formal assessments could provide the school manager and teacher with the opportunity to engage on a two way process. The school manager would be in a position to identify the areas of improvement and this could be constructed in actionable steps the teacher needs to take. Added to this, the teacher could engage the school manager on support that he/she needs in order to make improvements. Specific timeframes can form part of the formalised discussion. In so doing, a teacher's performance can be measured over time as a result of the action plan. The school manager should include smart principles (specific, measurable, attainable, realistic, time bound) that bring value as a result of formal assessments.

School managers did not reflect on continuous assessments where they sit down with teachers once a quarter and reflect on the previous quarter. It can be concluded that school managers are unaware of all three types of assessments that can be done to assess teachers. It is also important to note that if teachers are not frequently assessed and do not receive feedback on their performance regularly, it could result in a lack of motivation, lack of job satisfaction and lack of

performance. This will adversely affect the school manager's ability to manage the implementation of CAPS (performance curriculum).

Furthermore Hardison, Zaydman, Oluwatola, Saavedra, Bush, Peterson and Straus (2015) suggest that 360-degree feedback is where teachers receive feedback from the school manager, their peers and learners. This could be a useful assessment tool for school managers to use in assessing and developing teachers. By initiating 360-degree assessment feedback, teachers will be presented with a full view of their interactions and their experiences in terms of how their performance is perceived with regard to the above line reporting (school managers), across peer groups (fellow teachers) and the level teachers interact most with, the learners. Teachers could be more open to accept this type of assessment because it is not coming from one source and can be viewed as an unbiased way of being assessed. 360-degree assessment could also be beneficial to the school manager in managing the teacher because it takes into account the entire group of people the teacher interacts with, allowing the school manager to have a full view of the teacher's performance.

As previously mentioned Self-assessments could benefit both the school manager and teacher. The teacher would be able to reflect intrinsically and come to accept their own shortcomings a lot easier. Teachers may also be in a position to take ownership of their own development. It will also assist the school manager because the teacher could be more willing to accept their own shortcomings. In return, the manager can nurture development from a perspective that is not instructional but supportive and engaging.

School managers did not show a consistent process of evaluating teachers. This is a vital part of curriculum implementation. Teacher assessments are also of utmost importance in measuring the effectiveness of teaching, improving performance, mentoring and professional development (Darling-Hammond, 2010).

4.3 Conclusion

Based on the school managers' reflections, I can conclude that they are uncertain and confused about the curriculum they are managing in relation to the curricular spider web. Therefore more formal training, workshops and information sessions need to be conducted to develop the school managers' understanding as to why and how the implementation of CAPS should be managed.

This chapter presents the data generated from the reflective activity, semi-structured interviews and a focus group session. The transcripts of data written and recorded were placed into text and analysed. The transcript data were positioned and framed into the themes of the curricular spider web (rationale, goals, content, methods, resources, facilitating teaching role, time, grouping and assessment) that indicated why school managers are managing CAPS.

It is clear that the findings that emerged from these themes indicated that school managers are unaware of some aspects of the curriculum they are managing, and demonstrated that they are still managing in a management style aimed at a competency based curriculum, as opposed to a performance based curriculum. Furthermore, it highlights that the cause and effect of this could compromise the management and effective implementation of CAPS.

In addition, findings and suggestions are made as a result of the school managers' reflections. Chapter five intends to provide the reader with a summary of the findings and recommendations based on each theme of the curricular spider web for the purpose of future research studies.

CHAPTER 5

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations that have arisen from the data generation process that has been highlighted and outlined in previous chapters. In chapter four the findings were unpacked and discussed based on the curricular spider web concepts. In this chapter, recommendations are made based on the important questions that were presented in chapter one. In so doing, the Department of Basic Education and school managers would be able to take the recommendations made in order to improve school managers' experiences.

5.2 Summary

The study focused on exploring school managers' reflections on their experiences of managing CAPS in the city of Bloemfontein. Chapter one outlined the problem, defined the objectives and included the important questions required for this study. In chapter one, a brief context of the South African education system was considered (the intended, implemented and attained curriculum). This made it possible to explore school managers' experiences in the city of Bloemfontein. The scope of the managers' experiences was framed within the context of the curricular spider web concepts. This chapter also presented the research approach used to address the research questions.

Chapter two detailed the literature review of school managers' experiences and includes general management capabilities to underscore the importance of management pertaining to school managers' roles and responsibilities. The concepts of the curricular spider web were used to position the literature review. The elements of the spider web concepts should be treated equally, in proportion, and for any given reason that they are not, the theoretical structure of the curricular spider web will collapse and fall down. Therefore school managers are finding it problematic in managing the implementation of CAPS because these concepts are not given equal attention. In the literature it was demonstrated that some concepts are given more attention

compared to others, thus creating a gap in the literature on school manager' experiences in implementing CAPS.

Chapter three presented the reader with the research methodology used in the study which embraced the case study method of five school managers in the city of Bloemfontein utilising reflective activities, semi-structured interviews and a focus group discussions in the data generation process. This chapter also highlights trustworthiness, data analyses, ethical factors and limitations that were experienced in the data generation process.

Chapter four outlined the research findings from the generated data. Guided analysis was used in conjunction with the concepts of the curricular spider web, whereby themes were categorised in understanding the experiences of school managers in the implementation of CAPS. The curricular spider web is relevant and significantly important in managing the curriculum which made school managers aware of their strengths and weaknesses in managing CAPS.

5.3 Summary of Findings

5.3.1 Rationale

The findings establish that there is a case for a strong and solid rationale (personal, societal, and professional/content), that needs to be developed which promotes the importance of managing CAPS. In their reflections the school managers are unaware of all of these reasons. School managers need to be orientated and trained around the reasons as to why they are managing CAPS. If there is a breakdown in understanding the rationale, managers would not be in a position to manage CAPS which will lead to a disjointed, unorganised implementation process. Therefore it is essential for them to have a clear understanding as to why they are managing CAPS.

5.3.2 Goals (Aims, Objectives and Outcomes)

The findings reveal that school managers do not understand the differences between aims, objectives and outcomes. Therefore they would not be in a position to embrace goal-setting in their planning priorities or take into consideration the need to monitor aims, objectives and outcomes. Furthermore, a lack of understanding in these fundamental elements suggests that

school manages are still managing a competency based curriculum and are not aware that CAPS is driven by aims, objectives and outcomes which is based on a performance curriculum. As a result, this could lead to a curriculum breakdown because aims, objectives and outcomes are not being considered and managed by school managers.

5.3.3 Content

The findings indicate that some teachers do not fully understand the content they are teaching. This has negative implications for these teachers and learners and would make the management of CAPS implementation extremely difficult for the school manager. Therefore it is imperative that the Department of Basic Education, subject advisors and school managers play a more active role in developing teacher competencies. Furthermore, there is an indication that there is a widened communication gap that needs to be closed between the expectations of the Department of Basic Education, the understanding of the way the school manager should manage content and the way a teacher understands the content they are teaching. Communication and engagement should be the key in addressing these issues on an ongoing basis. Moreover, the findings suggest that school managers need to be developed and skilled in management capabilities and competencies (planning, leading, organising and controlling) that enhance their skills. It is critical for a school manager to be equipped with the necessary management and leadership skills in order to manage CAPS.

5.3.4 Time

The findings indicate that firstly, school managers need to spend more time on teacher development, especially to address the issue of poor performance. Secondly, school managers are spending time troubleshooting problem areas. Thirdly, school managers are not spending time dealing with most important issues as a priority. Therefore school managers should spend more time on managing curricula, managing resources and supporting and developing teachers as a main focus in order for them to monitor and control the curriculum implementation process better.

5.3.5 Methods

The findings suggest that school managers are not aware of the methods that can be used to manage CAPS. In their reflections, they focus more on actions rather than methods, for example,

classroom visits and monitoring. Therefore a suggestion is made that total quality management can be in introduced as an effective method to strive towards achieving the highest quality and standards in managing the implementation of CAPS. Furthermore, the Kaizen concepts can also be introduced as an effective method to improve monitoring of processes, and communication and it could create a pathway for continuous improvement. In addition, a further suggestion was made that 360-degree feedback could be an important method of making teachers, school managers and the Department of Basic Education aware of any shortcomings.

5.3.6 Resources

The findings reveal that there is a need to evaluate resources and tools to understand the extent of resource optimisation, resource capability and to address inequalities of resource allocation and distribution amongst schools. Furthermore, if computers are to be used as a tool to teach, then teachers must be given sufficient training to ensure that they are computer literate. Additionally, teachers are the main resource in teaching and there is a need for school managers to constantly manage teachers effectively through motivation, support, feedback and engagement so that they are equipped with the necessary knowledge and skills to be effective teachers.

5.3.7 Facilitating Teaching

Some participants identified that some teachers felt stressed due to a curriculum overload and the time in which the syllabus needs to be completed. The Department of Basic Education, in conjunction with school managers, need to constantly assess and evaluate the content deliverables that are needed. The indication that teachers are stressed also leads to a consequence of high absenteeism rates amongst some teachers. Therefore intervention strategies are needed to deal with teacher wellbeing so that it does not disrupt the implementation of the curriculum. Teacher overall wellness also need to be considered. Some teachers also felt that they need to be consulted on curriculum design. This has merit because teachers could take ownership as a result of them being part of the collective curriculum design team. The findings also revealed that school managers need more training on how to measure the effectiveness of implementation and manage the overall performance of teachers (good and bad performers). School managers need to introduce more formalised development plans to develop teachers and manage poorly performing teachers. Peer-to-peer training could also help in facilitating the role of a teacher because it fosters engagement and information sharing.

5.3.8 Grouping

The findings indicate that school managers are aware of the different groups of people they manage (teachers, parents, school governing bodies, trade unions and the Department of Basic Education). However, they are managing these groups in isolation and are not aware of the different leadership styles that are needed in managing these different groups. Therefore it is vital for them to establish a common vision that is shared amongst all these groups in order for them to work together in the interest of learning, and also to realise that it takes different leadership styles to synergise the effectiveness of the different groups so that teaching and learning is the main priority.

5.3.9 Assessments

The findings indicate that school managers are not aware of the importance of conducting different types of assessments and the importance of doing assessments of teachers on a regular basis. Furthermore, they have shown that there is not a consistent and systematic performance management system that they use to assess teachers. As a result, teachers will not be aware of their developmental areas which could lead to poor performance, a lack of job satisfaction and motivation which could lead to a curriculum breakdown.

5.4 Recommendations for Further Research

The following recommendations are made for further research:

5.4.1 There is a need for additional research to be conducted with regard to school managers' experiences on managing CAPS.

5.4.2 The literature review suggests that there are not enough studies done on school managers' experiences on managing CAPS. Therefore to close the gap it will be beneficial for more studies to be conducted outside the city of Bloemfontein from different socio-economic levels of schools in order to understand the difficulties faced at each level.

5.4.3 The curricular spider web concept provides a useful framework for developing school managers' ability which will enable and empower them to manage curriculum more

efficiently and effectively. As a result school managers will have a greater understanding of what is required from them in managing CAPS.

Recommendation 1

There is a need for more training, workshops and information sessions to be held in order to engage with school managers on the reasons why they are managing CAPS (personal, societal, content). This will empower them with the necessary knowledge, information, skills and experience that could benefit them, the teachers and the learners. In establishing a clear rationale, this will contribute in building defined aims, objectives and outcomes for curriculum.

Recommendation 2

School managers need more formal and on-the-job training on how to distinguish and develop clear goals (aims, objectives and outcomes). This will enable them to develop long, medium and short-term curriculum plans which will assist them in meeting and measuring specific targets. It will also provide clear direction to teachers on what needs to be achieved at a given time.

Recommendation 3

The findings firstly indicate that teachers need to be fully trained in relation to the content they are teaching. Secondly there is a need for the Department of Basic Education and subject advisors to visit schools on a more regular basis, to ascertain the problems associated with curriculum intervention, to foster a relationship with the school manager in order to understand the management challenges in relation to curriculum and thirdly to improve school managers understanding and knowledge of performance curriculum. There is a clear need for school managers to be trained and developed on the key competencies of management and leadership. This will equip them with the skills, knowledge and understanding to manage the curriculum better.

Recommendation 4

There is a need for the Department of Basic Education to conduct a time and motion study for school managers in order to direct them on how their time should be spent in relation to the most valuable aspects of curriculum. There is a further need for school managers to be trained on time management and time prioritisation. In so doing, their main focus can be directed at developing and supporting teaching, managing curriculum, managing resourcing and monitoring and controlling curriculum processes.

Recommendation 5

There is a need for the Department of Basic Education to introduce standardised and quality control methods to maintain consistency. School managers should be trained and measured according to these methods. Suggestions on TQM, Kaizen and 360-degree feedback have been made to clarify the curriculum process, foster communication and focus on quality as the main focus.

Recommendation 6

There is a need for the Department of Education to evaluate resource inequality and distribution in order to provide school managers with the most basic resources (particularly textbooks). Furthermore, if computers are used for teaching, teachers and school managers must be trained and be fully computer literate prior to computers being used as a resource for teaching and managing. Additionally, teachers are the main resource within the school managers' sphere of control. Therefore, in order to improve curriculum implementation, school managers must effectively motivate, support and provide ongoing training and feedback to equip teachers with the necessary skills and knowledge to teach effectively.

Recommendation 7

Teachers experience stress as a result of work overload and time pressures. The Department of Basic Education and school managers should evaluate and assess the effects and impact of stress. Wellness programmes and resilience training can be introduced as an intervention strategy to minimise stress and improve teacher performance in these cases. There is a need for school managers to introduce constructive development plans for each teacher in the form of formal and informal plans and peer-to-peer teacher training. This could assist teachers that are not performing to foster team work and contribute to a learning environment amongst teachers.

Recommendation 8

School managers need to be orientated around the different interest groups of people they manage so as to be aware of the different leadership styles that are needed in order to create a collective vision that is directed towards teaching and learning.

Recommendation 9

The Department of Basic Education and school managers need to introduce standardised assessment policies for teacher performance. By their reflections, school managers are not consistent and unaware of all aspects in the assessment of teachers. Sound performance

management systems will provide the school manager with the ability to measure teachers against the quality of their performance outputs. If teachers are not assessed objectively, frequently and against strong criteria, it could lead to poor performance, a lack of teacher motivation and a breakdown in curriculum.

5.5 Conclusion

The purpose of this study was to understand school managers' reflections, explain what informs these reflections and determine what lessons could be learnt from their reflections of managing CAPS in the city of Bloemfontein.

In formulating the objectives, the research questions that were asked were:

1. What are the school managers' reflections?
2. Why do school managers reflect in a particular way?
3. What lessons could be learnt as a result of their reflections?

In response to the first question, the literature suggests that school managers' reflections can be found to be technical/practical and critical levels of reflection (Percy, 2005). Therefore reflections can emerge as a result of personal, societal and content reasons (Berkvens et al., 2014). In response to the second question, school managers are managing based on their everyday knowledge, which directs their reflections in a particular way (technical, practical and critical). In response to the third question, it is possible after interventions and recommendations have been made that school managers can change and make improvements to their management behaviour that empowers them and provides them with knowledge and understanding that can make them better school managers

In this chapter, a summary of the findings and recommendations of each concept of the curricular spider web was made; the findings indicated that managers are still managing towards a competency curriculum rather than a performance curriculum. As a result, a gap exists in their ability to achieve the intended curriculum plan.

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Appendix A: Department of Education Free State Province – Ethical Requirements for Conducting Research in the Free State Department of Education

education
Department of Education
FREE STATE PROVINCE

Enquiries: Dr MC Liphapang
Reference: Ethics Doc
Tel: 051 404 9290
Fax: 086 6929 092
E-mail: maphokal@edu.fs.gov.za

ETHICAL REQUIREMENTS FOR CONDUCTING RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

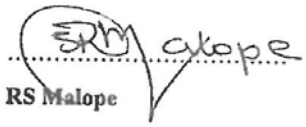
The Free State Department of Education has an obligation to among other things ensure safety and respect of human dignity for the learners in the schools and all its employees.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department should, amongst others, adhere to the following ethical conduct:

- Researchers need to be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
- If the participants/respondents are learners permission should also be sought from their parents/guardians;
- They should not misuse any of the information collected but use it only for the purpose it is meant for;
- There should be a certain moral responsibility maintained towards the participants;
- There is a duty to protect the rights of the people in the study as well as their privacy;
- The confidentiality of those involved in the research study must be observed at all times, keeping their anonymity secure;
- The researcher should observe the following values: trust, respect, honesty fairness and integrity

Private Bag X20565, Bloemfontein, 9300
Old CNA Building, 1st Floor, Charlotte Maxeke Str, Bloemfontein
Tel: (051) 404 9290/58/59 E-mail: maphokal @edu.fs.gov.za

- The researcher should observe the principle of transparency with those involved in the study.



RS Malope

HOD: FS Department of Education

16/03/2015

Date

Private Bag X20565, Bloemfontein, 9300
Old CNA Building, 1st Floor, Charlotte Maxeke Str, Bloemfontein
Tel: (051) 404 9290/58/59 E-mail: maphokal@edu.fs.gov.za

Appendix B: Department of Education Free State Province – Approval to Conduct Research in the Free State Department of Education

Enquiries: Dr. MC Liphapang.
Tel. no: 0514049290
Fax no.: 0866929092
E-mail: maphokal@edu.fs.gov.za

education
Department of Education
FREE STATE PROVINCE

Dear Mr Davids

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

   Research Topic: Exploring school manager's reflections on their experiences of managing CAPS in the city of Bloemfontein

   Approval is herewith granted to conduct research in the following schools: Jim Fouche Primary School, Brebner High School, Brandwag Primary School, Eunice High School and Sehunelo High School

   Target Population: Principals

   Period of research: For three months from the date of signing of this letter. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.

2. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
3. The approval is subject to the following conditions:
   - 3.1 The collection of data should not interfere with the normal tuition time or teaching process.
   - 3.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
   - 3.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
   - 3.4 The attached ethics documents must be adhered to in the discourse of your study in our department.
4. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE — **DATE** 01/09/2015

CFO: Free State Department of Education

Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9290 / 9221 **Fax:** (086) 6678 678

Appendix C: Informed Consent Letter

Curriculum Studies, School of Education,
College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Wayne Anthony David.I am a Curriculum MED candidate studying at the University of KwaZulu-Natal, Edgewood Campus, in South Africa.I am interested in exploring school Managers reflections on their experiences of managing CAPS in the city of Bloemfontein. I have observed the implementation challenges that school managers face in this process. I am doing action research to explore how school managers can reflect on tools, activities and opportunities to create synergy between planned, interacted and a positively attained curriculum strategy. Therefore to gather the information, I am interested in asking you some questions.
Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but symbols such as A, B, C, D, E and F will be used to represent participants' names;
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:
-

	willing	Not willing
Audio equipment		

I can be contacted at:
Email: waynedavid22@gmail.com
Cell: +27 609720854

My supervisor is Dr. SB Khoza who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.
Contact details: email: khozas@ukzn.ac.za Phone number: +27312607595.

Discipline Co-ordinator is Dr. LR Maharajh,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) 0312602470(Cell) 0822022524, Email:maharajhlr@ukzn.ac.za

You may also contact the Research Office through:
P. Ximba
HSSREC Research Office,
Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

Appendix D: Declaration

DECLARATION

I…… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT DATE

…… ……

Appendix E: University of KwaZulu-Natal – Protocol Full Approval

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

20 October 2015

Mr Wayne Anthony David (215078938)
School of Education
Edgewood Campus

Dear Mr David,

Protocol reference number: HSS/1532/015M
Project title: Exploring school manager's reflections on their experiences of managing CAPS in the city of Bloemfontein

Full Approval – Expedited Application

In response to your application received on 13 October 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr SB Khoza
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** simbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville