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**Exploring Principals' Strategies in the Management of Curriculum and
Assessment Policy Statement (CAPS) in Further Education and Training
(FET) Phase, at Mahlabathini Circuit Secondary Schools**

By

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**A dissertation submitted in fulfilment for the Masters of Education Degree
in the discipline of Curriculum Studies, School of Education, University of
KwaZulu-Natal.**

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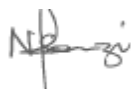
December 2018

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Thanks be to God for strength to complete this Degree. He provided guidance in this lonely journey. I will forever trust in You, Lord.

To my supervisor, Dr Cedric Bheki Mpungose, thank you very much for the support and guidance you have given me. I have developed extremely well as an emerging academic researcher through your mentorship. I will forever be grateful to you for the difference you have made in my life.

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DEDICATION

I dedicate this study to my son, Ndumiso Thobekani Ngidi, for being a positive influencer, supporter and motivator in my life. Thank you 'Gwajo'.

ABSTRACT

This research study is designed to explore principals' strategies in the management of Curriculum and Assessment Policy Statement (CAPS) in Further Education and Training (FET) phase, at Mahlabathini circuit Management. A case study method was used which included five participants (school managers). Data was generated through reflective activity, semi-structured interviews and a document analysis. 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 conceptual framework to identify their strengths and weaknesses and frame the study. Critical questions were: What are strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit? How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit? Why do secondary school principals use such strategies in management of the CAPS in the FET phase in particular ways? Firstly the study revealed that school managers are committed and dedicated to their jobs. However, secondly, they lack sufficient knowledge and understanding of other strategies such as skill, attitude and knowledge strategy to use in the management of CAPS. Finally, the study proposes to Secondary Schools' principals to use relevant strategies in the management of CAPS. In addition, the recommendation is made that the Department of Basic Education should review CAPS policy and include guidelines on strategies of managing CAPS which are knowledge, skills, and attitude-management strategies.

LIST OF ABBREVIATIONS

ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CMC	Circuit Management Centre
DBE	Department of Basic Education
FET	Further Education and Training
HOD	Head of Department
HW	Hard-ware
ICT	Information and Communication Technology
ILST	Institutional Level Support Team
IT	Information Technology
IW	Ideological-Ware
IQMS	Integrated Quality Management System
KZN	Kwa-Zulu Natal
SMT	School Management Teams
SW	Soft-Ware

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CHAPTER 1

The Overview, Context and Objectives

1.1 Introduction

Strategies for managing curricula in secondary schools have increasingly been recognised as improving curriculum management, impacted by positive learners' performance in the 21st Century (Glatthorn, Jailall, and Jailall (2016). Knowledge-, skills-, and attitude-management strategies must be the focus of secondary school principals (Saim and Idris (2017). Curriculum management is concerned with all activities related to the specific ways in which the curriculum leader can supervise both instructional processes and the selection and use of materials in the supported and taught curriculum (Glatthorn, Boschee, Whitehead, and Boschee (2018). Studying to gain a deeper understanding of strategies used by secondary school principals in managing the CAPS in the FET phase requires knowledge, skills, and attitude management. This may be beneficial to school principals, circuits, districts, provincial, and national curriculum managers. The outcomes may also be beneficial to curriculum planners in executing changes towards improved curriculum management.

1.2 Title

Exploring Principals' Strategies in the Management of Curriculum and Assessment Policy Statement (CAPS) in the Further Education and Training (FET) phase, at Mahlabathini Circuit Secondary Schools

1.3 Purpose of the Study

The purpose of the study was to explore the strategies used by secondary school principals in the management of CAPS in the FET phase at Mahlabathini Circuit secondary schools.

1.4 Critical Questions

1. What are strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?
2. How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit?
3. Why do secondary school principals use such strategies in management of the CAPS in the FET phase in particular ways?

1.5 Location of the Study

The study was based in Mahlabathini schools, which are under the Mahlabathini Circuit Management Centre (CMC), Northern Natal, the Zululand District of KwaZulu-Natal Province, South Africa. Secondary school principals were selected to participate in the study. These schools are cluster schools in Mahlabathini Circuit. Two under-performing and two well-performing schools have been selected. These schools are in the same circuit, cluster, and of the same quintile ranking. These schools are Ekudubekeni, Imbilane, Nomzimana, and Nsikayendlu.

1.6 Rationale

Curriculum management was area of my interest as a school principal with ten years of experience. A desire has been created to conduct a study on strategies used by secondary school principals in managing the CAPS in the FET phase – I have been unable to understand the strategies at my disposal in managing the CAPS quintile ranking. These schools are Ekudubekeni, Imbilane, Nomzimana, and Nsikayendlu. Matric results where I was serving have, since 2014 first CAPS presentation, been poor. As a school principal, I observed that the core duty of the school principal is curriculum implementation. Discussions I had with other principals brought to light our lack of understanding apropos of strategies that the principal must use to manage the CAPS. Principals attending communal workshops indicate that they trust department heads and deputy principals with their CAPS management. Yet one cannot

find in the CAPS the curriculum management, assessment, and moderation plans which must be drawn and implemented by schools as per Department of Basic Education, Teacher Learner Services (TLS) section requirements in other schools.

The Department of Basic Education (DBE) reports from national, provincial, and district officials indicate that they have discovered that principals are shifting the responsibility of managing the curriculum to department heads. Their reports indicate lack of or no evidence of the CAPS management by secondary school principals. KwaZulu-Natal (KZN) Department of Basic Education (DBE) has developed a curriculum management and delivery strategy. However, most school principals seem to lack relevant strategies for managing the CAPS. Other principals with whom we attend workshops discuss the management of the curriculum; however, not in detail. We have never had a developmental workshop from the DBE teacher-development contingent on strategies that may be used by principals in managing the CAPS. Thus, I became interested in discovering pertinent strategies for managing the CAPS which may be used by secondary school principals; I have read many studies cited hereafter. Coleman, Graham-Jolly, and Middlewood (2003) explain that the principal must understand the strategies for managing the curriculum; which are skills-, knowledge- and attitude-management strategies. Coleman et al. (2003) further state that the principal's understanding of curriculum-management strategies is essential in having an overview of the whole curriculum, for consistency, high standards, and high performance. Moreover, according to Khoza (2016), the strategies for management of the curriculum require the principal to understand the curriculum concepts; namely, reason, goals, content, teachers' activities, teachers' role, resources, time, environment, assessment, and accessibility. Studies were conducted on the strategies for managing the curriculum; however, few studies focus on the management of the CAPS by secondary school principals in rural areas. Therefore, this study intends to find effective strategies which may be used by principals in managing the CAPS at Mahlabathini secondary schools. This may be beneficial to school principals, circuits, districts, and provincial curriculum managers, to ensure that strategies used by secondary school principals in managing the CAPS are effective.

1.7 Literature Review

Glatthorn and Jerry. (2009) note that curriculum management focuses on the form in which knowledge, skills and attitudes are configured for the effective delivery and implementation of the curriculum. Glatthorn, Boschee, Whitehead, and Boschee (2012) define the strategy for managing a curriculum as methods that the manager uses to work with teachers, to supervise and coordinate decisions, to ensure that learners are taught necessary skills and standards. Glatthorn et al. (2016) intimate that curriculum management requires strategies, which are skills, knowledge, and attitude. Glaser and Strauss (2017) add that knowledge strategy in management tends to be domain specific, supporting and improving specific knowledge-intensive work tasks and decision-making. Glaser and Strauss (2017) comment that knowledge may be derived not only from objective data but also from experience gained through practice. The secondary school principal should understand the strategies to use in managing the curriculum, categorising their curriculum management activities according to relevant strategies, as discussed below.

Coleman et al. (2003) explain skills strategy in management as a strategy which assures that fundamental curriculum-management skills are acquired to promote successful learner outcomes. According to Glatthorn et al. (2012), skills strategy occurs when the principal is working with teachers, offering direct assistance, providing in-service education to enable staff to develop skills. Coleman et al. (2003) further explain attitude-management strategy as ensuring that teachers are encouraged to take increasing responsibilities for curriculum decisions. This implies that, in the management of the CAPS, the secondary school principals should understand all strategies mentioned above in managing the curriculum. However, principals must understand the concepts of curriculum after they have mastered strategies that may be used in management of the CAPS.

These concepts are simplified according to Van den Akker et al. (2009) as curriculum concepts which consist of ten components all interrelated, each component accompanied by a question. Why are they teaching? (Rationale). Towards which goals are they teaching? (Aims and objectives). What are they teaching? (Content). How are they teaching? (Teachers' activities). How do they teach? (Teachers' role). With what are they teaching? (Resources). When are they teaching? (Time). In which settings or environment should learning take place? (Learning environment). How are they assessing teaching? (Assessment). With whom are you teaching? (Accessibility). Khoza (2014) expresses that teachers must understand the teaching vision to

identify relevant goals. Goals are divided into aims, objectives, and outcomes. Khoza (2015b) states that issues of aims, objectives, and outcomes are the teachers' responsibility in interpreting the intended curriculum, implementing it successfully. Thus, secondary school principals must be fully aware of the curriculum leadership and management with the goals towards which CAPS is directed. In other words, principals must specify aims and objectives, so that what is managed is understood by all teachers implementing the curriculum.

Furthermore, Donnelly and Fitzmaurice (2005) explain goals as statements of what learners are expected to know by the end of the lesson. Glatthorn, Boschee, and Whitehead (2009) assert that it is the responsibility of the school principal to develop the school's curriculum goals by identifying educational goals and aligning them with programmes and subjects. Goals are categorised into learning skills goals, personal skills goals, and attitude goals. In terms of the CAPS (2011), aims, objectives, and outcomes are included in the CAPS document, but they are presented as aims, specific aims, and skills. Moore (2012) defines an objective as a statement of what learners should achieve after some teaching. Moore (2012) continues that objectives are classified into three domains of learning, based on teaching focus, skills, knowledge, and attitude. Objectives in the knowledge strategy are concerned with teachers' thinking and reasoning abilities. Objectives in the attitudes strategy are concerned with the development of teachers' attitudes, and emotions. Objectives in the skills strategies relate to the development of teaching abilities that range from known to unknown, and creativity in performing a skill. Khoza (2015b) indicated that the spider-web does not include learning outcomes; while learning outcomes are very important in terms of measuring learners' performance. Thus, secondary school principals, as managers of the curriculum, must have reasons for using strategies in the management of CAPS after comprehending the aims, objectives, and outcomes for the CAPS in the FET phase.

Further to this, Khoza (2014) notes that there are many reasons for teachers to be teaching the CAPS. This study had to elicit reasons for participants managing the CAPS in the FET phase. Was it in terms of salary? (Personal reasons). Was it in terms of qualifications or knowledge? (Professional reasons) Alternatively, was it in terms of department pressure? (Social reasons) Therefore, in the development meetings on the curriculum, secondary school principals must ensure that teacher reasons for teaching are known. Content taught in the CAPS must be known by the principal for each subject. Moore (2012) offers that knowing the subject is only part of the teaching process. Effective teaching requires development of knowledge and essential teaching strategies, as well as continuous professional growth. The content topics as per the

CAPS (2012) document must be respected. The CAPS document and Annual Teaching Plan (ATP) indicate the sequence of sub-topics to be taught in all subjects. Therefore, the principal should know the topics covered, when topics are covered, and how content topics are assessed, in managing the CAPS. Content to be taught by teachers should be taught at the time indicated in the CAPS document.

In notional time, as stipulated by the Education Labour Relations Council handbook policy and the CAPS (2011), all subjects have a specified number of hours per week covering the work set. As per the CAPS document, the Annual Teaching Plan indicates the time by which the content topic should be covered, giving examination guidelines. Moore (2012) explains the principal's role as the vital responsibility of managing time and ensuring the quality of the teaching and progress of the learners. Hoadley, Christie, and Ward (2009) emphasise the systematic and sequential approach to a curriculum: the content taught should follow a prescribed sequence and be covered in a specific time. Therefore, the principal must ensure that teachers teach and cover content according to the pace setter (ATP). This implies that the ability to cope with the required pace in a specified time will be influenced by the role that the principal plays in management of the CAPS.

Furthermore, Al Hosani and Mohamed (2015) state that the principal must oversee what occurs in the school in which he or she is serving. The principal's role is promoting educational activities, supervising teaching methods, and guiding teachers to achieve the goals of the school. The principal must understand well his or her role in management of the CAPS, so that he or she will be able to manage activities conducted every day at school. Ramsden (2003) states that, after management of teaching, assessment must also be managed. Ramsden (2003) continues that assessment takes place at the end of the lesson. Learners are tested by any questions given to them (formal assessment). Educators assess learners as they enter class for teaching and throughout the lesson (informal assessment) and when meeting learners at their entrance level of teaching (introductory phase). As per the CAPS (2011) documents, teaching cannot be separated from assessment, which specifies the use of formative and summative assessment. Principals must ensure that planning for assessment occurs. After assessment planning, the principal must consider all material resources.

Simatwa (2010) avers that teaching materials should be appropriate to the development stages of learners, and should come from the learner environment. Khoza (2014) points out that a resource is anything or anyone that facilitates or initiates learning. Khoza (2013b) identifies

three types of resources in education, namely: The hard-ware (HW) – any tool, machine or object used in education; the soft-ware (SW) – any material used in conjunction with tools for imparting/displaying information; and the ideological-ware (IW) – those activities that cannot be seen and touched in education such as theories and other intangibles. Moore (2012) comments that the use of teaching materials and media enhances most teaching and stimulates student interest. Teaching can be greatly improved through technology therefore technology should be integrated into teaching. Secondary school principals should ensure that the required resources are procured and used by teachers in implementing the CAPS and promoting the use of Information Technology (IT). When resources are acquired, and the availability of space, must be considered by the principals.

For Khoza (2013b), space is about where teachers are teaching. Therefore, the principal must ensure that the settings of the space where teaching will occur are conducive environments. In conclusion, studies that I read were based in urban areas, and few in rural areas. This study will be located in a deep rural area. This study will also differ from action-research studies, since an interpretive qualitative paradigm will be conducted in this rural area. The study will therefore differ in context of literature from critical/action research undertaken in urban areas. Its focus will be on secondary school principals dealing with the CAPS in the FET phase.

1.8 Research Approach

This study adopted a qualitative research approach. Ravid (2013) defines qualitative research as that designed to study, for instance, school situations and events, as they unfold naturally. The focus of the investigation is on meanings of these experiences for the individuals and groups in these settings. Hammarberg, Kirkman, and De Lacey (2016) define qualitative research as the type of research that stresses multiple realities that are rooted in participants' views and perceptions. Its focus and understanding is based on social interactions, verbal narratives, and observations, rather than on numbers. Quality research takes place in naturally occurring situations and is based on an interpretive, constructivist, or transformative world view. Therefore, the purpose of qualitative research is to gain deep understanding of context, culture, and participants' interactions with others, to adequately study a phenomenon. Thus, qualitative results cannot be generalised across the experience of time and location.

1.8.1 Qualitative methodological paradigm

This study will use the interpretivist research paradigm which is explained by Maree (2011) as the study of the theory and practice of interpretation. Maree (2011) further comments that the aim of the interpretivist is to offer a perspective on a situation and to analyse the situation under study to provide insight into the way in which a group of people make sense of their situation. Bertram and Christiansen (2014) adds that interpretivist theories are derived from purely lived experience, replete with multiple levels of understanding, assembled from many ingredients, and patched together to form new patterns, new images, new languages, rather than extracting what is believed to be a prior pattern.

I interpreted the world around me, searching for material meaningful and relevant to my study. Information and principals' opinions were sources of data generated. I examined principals' perceptions and understanding of ways of managing the CAPS, using strategies. The research reflected what principals have said in their responses during interviews and on observation analyses. The purpose of this study is to explore strategies used by principals in the management of the CAPS in the FET phase in Mahlabathini secondary schools. Therefore, this study will provide relevant information for me to comprehend and ascribe meaning to my findings.

1.8.2 Qualitative research design

This study adopted the case study design. Case study, according to Ravid (2013) aims to understand a particular phenomenon by selecting a specific example of that phenomenon as the focus of study. Cohen, Manion, and Morrison (2011) define case study as study that provides a unique example of that phenomenon as the focus of the study. Yin (2009) states that a case study is appropriate when exploring an area in which one wishes for a holistic understanding of the situation or phenomenon. This research design adopted was the case study, which aimed to answer the "why" and "how" questions of the study. I determined in advance the evidence to gather, and the analysis techniques to use with the data, to answer the research questions. I observed effects in a real context, recognising that context is a powerful determinant of both cause and effect. This research design focused on a single entity: four secondary school principals were reviewed, in trying to provide explanations for their actions. I was looking at

the whole management area; however, the focus was mainly on my area of interest (managing the CAPS in the FET phase). I observed effects in real contexts, which is why I used more than one tool for data generation. The embedded case design is one in which ‘unit analysis’ is incorporated, by using a questionnaire, interviews, and observations. This qualitative design adopted allowed me to conduct the study through views and experiences of the people. I went out to where participants were, generating data through the various methods mentioned.

1.9 Sampling

Ravid (2013) described sampling as a process of “choosing a smaller, more manageable number of people to take part in the research”. Bertram and Christiansen (2014) describe sampling as decisions about which settings, events or behaviour of people to observe or study. I selected participants based on the data required for the phenomenon. Participants were selected based on their ease of reach and convenience. The decision was made for the explicit purpose of obtaining possible information to answer research questions. Therefore, convenience and purposive sampling were used. Convenience sampling is described by Cohen et al. (2011) as sampling which involves choosing the nearest individuals to serve as respondents, and continuing that process until the required sample size has been obtained. I needed convenience sampling because it was less complicated to set up, less expensive for me, and more accessible to participants. I did not intend to generalise findings beyond the sample in question. Purposive sampling was useful in this study since the study had a specific purpose. The sample size was four participants.

1.9 Data-generation methods

Methods of data generation used in this study were reflective activity, one-on-one semi-structured interviews, and document analysis. Reflective activity is noted by Cohen et al. (2011) as a series of questions on a particular issue that is studied, given to participants as a written task, in which participants are expected to reflect a connection with their practices. I designed questions for reflective activity based on how principals manage the CAPS. Interview was another method of data generation used in this study, which is defined by Ravid (2013) as a process of enquiry seeking participant perceptions, knowledge, opinions, experience, and

beliefs with regard to the research topic. Kvale and Brinkmann (2009) state that the interview serves as a social technique for the public construction of the self. Semi-structured interviews were organised in which prepared interview questions structured around the area of concern were asked.

Furthermore, the choice of this interview type was influenced by capacity to allow participants to give details. I was attentive to the defining of the line of enquiry and the new, emerging line of enquiry directly related to the phenomenon. If ever side-tracked by trivial aspects not related to the phenomena, I had to guide the participants back to the focus of the interview. There was little flexibility since participants had to answer pre-determined questions. I had to brainstorm the concepts and ideas related to the phenomena, examining my written ideas, formulating interview questions developed from my ideas clustered and categorised. I developed open-ended questions for each selected category. The types of questions I asked were background questions, knowledge questions, experience questions, opinions, or belief questions. The questions I developed provided me with information needed to answer the research questions. The amount of bias was minimised as far as possible, ensuring that, as an interviewer, I did not seek answers preconceived by me. To reduce bias, I formulated questions carefully so that the meaning was crystal clear. Interpretations and concepts used had mutual meaning to me and participants. I did not only listen to words, but also derived data from implications and motivations. The interview was conducted once with each participant.

Document analysis was one of the methods that I used to generate data from written documentary sources related to the CAPS management strategies. Gillham (2000) states that recorded and field documents are described as “things that go back in time but provide a useful longitudinal fix on the present situation” (p2). I analysed documents used by the principal such as the Curriculum Management File, Curriculum Policy Documents (the CAPS document), the Annual Teaching Plan (ATP), lesson and assessment plan, learners’ exercise books, and examination guidelines. I also analysed minutes of curriculum monitoring, and circulars for teacher development in curriculum implementation. Document analysis will be used to verify or support data obtained from interviews or observations.

1.10 Data Analysis

Reflective activity, interviews, and document analysis resulted in a large amount of data which was then summarised and interpreted. Ravid (2013) explains the categories of data analysis as either predetermined, or emerging from the text. Ravid (2013) continues that predetermined categories of data analysis start by identifying the categories that served as a guide for grouping the data which were drawn from research question(s) or that emerge from the literature review. In this study, I used the predetermined category of data analysis. I had categorised data analysis under the following: values integrated within the CAPS, values reflected in teaching interactions, and relationship connections. I used guided analysis, which includes both inductive and deductive reasoning. Throughout the interview and observation, I reviewed notes and conclusions from findings. Therefore, the analysis was presented not to prove the infallibility of the study's result: rather, the goal was to provide a basis for further discussion and debate.

1.11 Trustworthiness

Botes (2003) explains trustworthiness as related to standards of truth and values, and neutrality of the research. The term 'trustworthiness' refers to the way in which the enquirer can persuade the audience that the findings in the study are worth paying attention to, and that the research is of a high quality (Guba and Lincoln (2015)). To ensure trustworthiness, I have used various data collection methods to obtain data, so that one method will be verified by or checked against the information obtained per the other methods. The results could be transferred within the same context; they cannot be generalised. Shenton (2003) explains transferability as the extent to which the study may be applied to other situations. Shenton (2003) further states that dependability is the employment of overlapping methods. Credibility is the adoption of appropriate, well-recognised research methods, according to Botes (2003). Shenton (2004) maintains that confirmability is triangulation to reduce the effects of researcher bias. Therefore, the trustworthiness criterion mentioned above was applied to this study. Before engaging in the generation of data for this study, I ensured fairness and openness to participants so that I could gain rich data to increase worthiness. The number of four participants was adequate to ensure dependability of findings. I critically examined my assertions and interpretations to ensure credibility.

1.12 Ethical Clearance

Cohen et al. (2011) define ethics as a matter of principled sensitivity to the rights of others, and that, while truth is good, respect for human dignity is better. McMillan and Schumacher (2010) state that ethics are what we base our decision-making on, with regard to conduct, reporting, and use of research findings, rules of behaviour, and questions of value, or judgements that may be identified as good or bad, right or wrong. I ensured that ethical guidelines were followed by ensuring confidentiality and the well-being of participants and others who might be affected. I obtained permission to conduct the study from the Department of Education official, UKZN, and the participating schools. I ensured that the rights of participants were guaranteed by maintaining confidentiality of findings from my observations, interviews, and teachers' records. The participating schools were not identified by names. Participants consented to participating in the study. In the letter of introduction to participants I described the purpose of the study, outlining what research participants' involvement in the study entailed. I ensured that I respected the research site goals and rules of the school, for the benefit of participants.

1.13 Limitations

Participants' characteristics are regarded by McMillan and Schumacher (2010) as population external validity: what may be true for one type may not be true for another. Therefore what was done by males was not generalised to females. Time, which was a limiting factor owing to the period in which research was conducted, was inadequate. Principals have busy schedules. I had to be patient and not frustrated by cancelled appointments. Transport costs also negatively affected me owing to emergency calls which caused postponement of some interviews with principals.

1.14 Conclusion

Chapter One outlined various aspects such as introduction, purpose of the study, objectives of the study, critical research questions, location of the study, and the rationale which detailed my personal motivation for this study. Furthermore, the research methodology and design adopted by the study was provided. The next chapter reviews literature related to strategies used by principals in managing the curriculum; and the conceptual framework the study adopted.

CHAPTER 2

Literature Review

2.1 Introduction

This chapter presents the review of literature which will be categorised under the following sections: phenomenon “strategies in managing curriculum” (skills-management strategies, knowledge-management strategies, and attitude-management strategies); the curriculum and its dimensions (intended, implemented, and achieved); a brief history of South Africa’s curriculum, curriculum theories/models (objective, process and pragmatic); curriculum approaches (competence-based and performance-based); and curriculum concepts (goals, content, teachers’ activities, teachers’ role, resources, time, environment, assessment, and accessibility). Interpretation of the literature reviewed will be provided which will emphasise the importance of understanding and using relevant strategies in the management of the curriculum by secondary school principals managing the FET phase. Principals play a highly significant role in ensuring that the curriculum is properly implemented in schools. Their strategies in the management of the curriculum impact the learners’ performance, such strategies being influential in all activities of management within the school. Thus, this study intends to elicit relevant strategies.

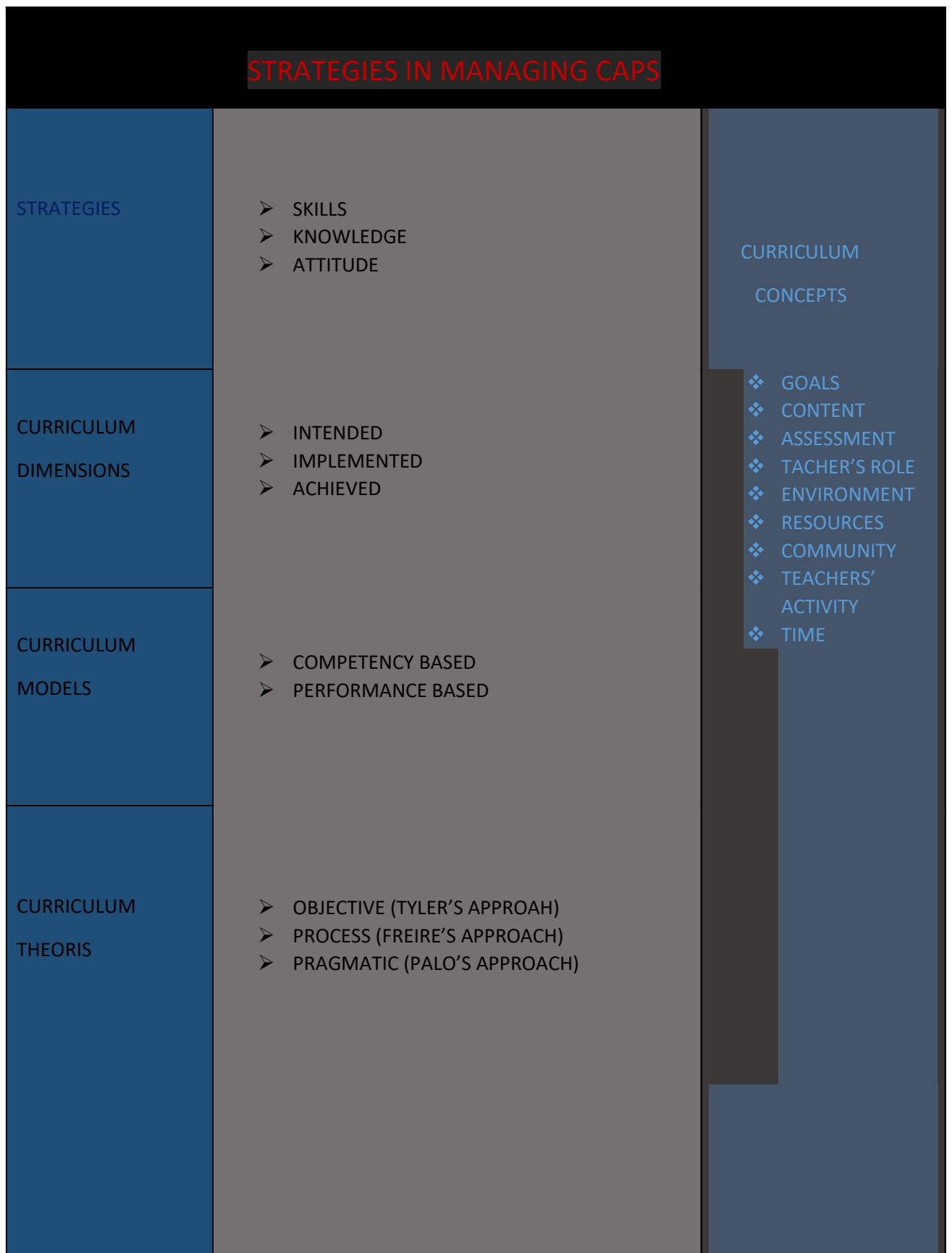


FIGURE 2:1: Literature Review Structure

2.2 Phenomenon (Strategies in Managing the Curriculum)

2.2.1 Strategies

Strategies in managing the curriculum by schools is the core duty of the principal. The principal has the responsibility of developing school curriculum goals, devising strategies for managing the curriculum, ensuring consistent development, in which learners are taught the relevant curriculum as prescribed by the curriculum policy (Al Hosani and Mohamed (2015). Glatthorn et al. (2012) define strategies for managing curriculum as methods that the manager (principal) uses to work with teachers, to supervise and coordinate decisions, to ensure that learners are taught necessary skills and standards. Strategies in managing curriculum can improve learners' performance if principals share curriculum managing and promote a shared vision of developing people through communication, support, and intellectual stimulation.

Middlewood and Burton (2006) state that the principal is the one who ensures that the curriculum documents for all subjects from the Department of Education are available at the school. The principal passes these documents to relevant department heads for subjects under their supervision. Glatthorn et al. (2012) add that the principal, as curriculum manager, reorganises staffing and timetables so that curriculum implementation may be widely effective in a school, involving all the teachers in all grades. Managing the curriculum is the primary task of the school principal to ensure what is implemented (curriculum content), the form in which it is presented (curriculum design), and that the method by which it is taught and learned (methodologies) accords with the intended curriculum (Briggs & Wohlstetter, 2003).

Middlewood and Burton (2006) note that managing the curriculum focuses on the forms in which knowledge, skills and attitudes are configured by those who have the responsibility for promoting learning, beyond those individuals who learn, for effective delivery and implementation of curriculum. The three strategies in managing the curriculum mentioned (Glatthorn et al. (2016), namely, skills, knowledge, and attitude, are essential for all principals in managing the curriculum in the secondary schools' FET phase.

2.2.2 Skills-management strategy

A skills-management strategy is the principal's ability to define roles of educators, taking multitudes of activities in assisting and developing teachers through performance management (Marsh (2009). Marsh (2009) further states that the skills-management strategy refers to the principal's actions in persuasive communication and training workshops, which influences schedule teaching, operational efficiency, performance management, induction and mentoring of staff. This is observable and is a process continuing throughout the school year. Chisholm and Bagele (2012) explain skills strategy as the ability to relate well to others and to foster effective co-working, building cooperative, productive relationships, which are geared towards achieving high-quality results and which enable teaching capacity to be developed.

Marks and Printy (2003) note that a skills-management strategy is the sharing of responsibilities by the principal and the teachers occurring through delegation, managing teaching and learning, so that the principal is not the sole knowledgeable manager of curriculum, but the leader in managing the curriculum. Coleman et al. (2003) state that the principal re-organises staffing, resources, and timetables, to guide and support curriculum innovation in all classrooms, providing appropriate development for skills to deliver the curriculum, and by enabling teachers to learn. From the above literature, it is noted that, in skills strategy, the development of teaching, which should be a process throughout the year, through networking, attending workshops or seminars, is an important programme which capacitates teachers, improving their skills. This emphasises the importance of improving teachers' performance through activities that the school principal can organise, to develop capabilities within the school. A skills strategy in the management of curriculum must be used by secondary school principals, through organising various workshop programmes for teacher development, delegating responsibilities for capacity building, also mentoring and inducting teachers. After understanding the skills-management strategy, a knowledge-management strategy must be deployed as a strategy for managing the curriculum.

2.2.3 Knowledge-management strategy

A knowledge-management strategy is defined by Bolisani, Scarso, and Zieba (2015) as the realization of the potential of knowledge, whereby the manager (principal) enhances the

subordinates (teachers) through knowledge-sharing, communicating, and ensuring that there is a process of knowing what is not known but should be known. Dalkir (2013) comments that knowledge strategy in management is the systematic and explicit management of knowledge-related activities, practices, programmes and policies within the organisation (school). Knowledge strategy in managing the curriculum is explained as providing detailed knowledge on the curriculum in which clear terms of the curriculum are defined, and objectives are specified through written policies. According to Cheng (2012), a knowledge-management strategy refers to the overall approach an institution intends to take to align its knowledge, resources, and capacities for enhancing teachers' knowledge, which positively affects learners' performance. In a knowledge-management strategy, objectives of the curriculum, knowledge, and information in the curriculum policy documents must be shared and known by all educators in the school. This is the responsibility of the secondary school principal, as manager of the curriculum.

Knowledge-management strategy is defined by Scott (2016) as a strategy composed by insights and understandings that give meaning to the information and data at schools' disposal. This originates in the curriculum policy document, supplying knowledge on subject policies, in which teachers evaluate and interpret such in the light of the framework provided. Marsh (2009) states that knowledge strategy requires principals' compliance with implementation of the curriculum that is currently imposed nationally. According to Squires (2009), knowledge strategy means managing people in such a way as allows them to give of their best, in which insight and understanding give meaning. Squires (2009) further affirm that knowledge strategy in managing a curriculum promotes successful teaching and learning, development of collaborative decision-making, and distributed leadership practices, by following what is stipulated under policy development. This suggests that, in knowledge-management strategy, subject policies must be understood by subject teachers, in that policies reflecting insight and meaning may be interpreted and implemented effectively. This emphasises the need for secondary school principals to use a knowledge-management strategy in managing the CAPS in the FET phase.

In addition to the above, Wyse, Hayward, Livingston, and Higgins (2014) announce that knowledge is the key role of managing teaching and learning through communication from principal to teachers, by means of appropriate ways of understanding knowledge, and

representing the knowledge stated in the national curriculum. Glatthorn et al. (2012) further declare that, in policy briefing meetings, principals must be brief and to the point. Knowledge gained from district curriculum meetings will be helpful in managing and in continuous improvement of learners' performance. Booyse and Du Plessis (2014) attest that a knowledge-management strategy may be organised into knowledge of subjects that are taught at school, knowledge that guides the teaching approaches, and knowledge that guides assessment. Marsh (2009) suggests that it is the responsibility of the school principal to ensure that content taught is relevant; and that the way in which learners are taught, monitored, and assessed, together with interaction between teachers and learners, is healthy. Booyse and Du Plessis (2014) mention that there are other policies that impact the implementation and management of CAPS: the Integrated Quality Management System (IQMS); the first four performance standards; assessment policy as per government gazette of 29 December 2009, No 32836; and the Language Policy and Education White Paper 6. Cheng (2012) remarks that, in knowledge strategy, principals initiate knowledge retrieval, knowledge utilization, and knowledge sharing through providing relevant documents and resources that enable staff to access information in the school. It is the responsibility of the school principal to ensure retrieval and utilization of subject policies in the school, so that all teachers can obtain and use relevant knowledge. Use of knowledge strategy is pivotal in secondary school principals' managing of the curriculum.

Knowledge strategy is pivotal in secondary school principals' managing of the CAPS in the FET phase. This implies that principals must be knowledgeable, understanding all policies, sharing information on curriculum policies, giving feedback after attending curriculum workshops. It is the responsibility of the secondary school principal to provide information and emphasise utilization of information, to enhance teachers' knowledge in the curriculum and other policies (inclusive, gender, language, and assessment) which are CAPS-related to the teaching. The principal must share knowledge gained from district curriculum meetings, through briefing sessions, written circulars, and feedback meetings. An attitude-strategy must be also used by secondary school principals in managing the CAPS in the FET phase.

2.2.4 Attitude-management strategy

Attitude strategy in managing a curriculum is explained by Marsh (2009) as principals' actions which intend to motivate teachers so that they see a situation differently through persuasive

communication. Marsh (2009) further states that attitude strategy concerns values and social context and caters for diversity, race, gender, and equity. Marsh (2009) declares attitude strategy as a strategy by which the principal relies upon the teachers to adopt innovations in their best interests. The principal should encourage staff timeously in accordance with their abilities, managing and controlling their behaviour, influencing and supporting them (teacher welfare). In attitude strategy, the principal's mechanism through interacting with teachers and his or her influence, affects attributes and behaviour of individuals within the school (Pas, Cash, O'Brennan, Debnam, and Bradshaw (2015).

Glatthorn, Jailall, and Jailall (2000) assert that attitude strategy establishes a culture that values continuous improvement and collaboration, by rewarding teachers. McNeil (2009) maintains that the development of a mission statement and critical analysis of the existing curriculum practice is paramount, noting where there are consistencies, having ethos distinct from other schools. In all aspects of school life, learners and teachers should be encouraged to venture beyond their interests: this is attitude strategy. Range, Hewitt, and Young (2014) comment that attitude strategy occurs when the principal provides support for teachers in implementation of curriculum and improvement in practices, so that the curriculum is clear, terms are clearly defined (Glatthorn et al., 2012; Marsh, 2009; Michael . Young, 2015), and objectives are specified. Garza, Drysdale, Gurr, Jacobson, and Merchant (2014) remark that attitude strategy occurs when the principal is working to understand the world from which their learners leave and prepare themselves to take their place as valued citizens in the global community. Teachers must determine what future citizens of the society must learn and experience. It is crucial for principals to understand and use a skills strategy in managing the CAPS, by supporting, motivating, and appraising the staff, to improve learner performance. This relates to the following suggested activities that the principal can conduct to positively influence teachers' attitudes. Principals can encourage educators to further their studies, recognise good performance by awarding teachers, providing all required resources for teaching and learning, and by allowing involvement of educators in various decisions.

A general overview of what strategies are, and how strategies may be used in managing the curriculum has been provided. Glatthorn et al. (2012) seem to favour a knowledge-management strategy since studies reviewed gave much information on this strategy, yet very few studies have focused on an attitude-management strategy. My study favours knowledge- and skills-management strategies, since what is to be taught is based on knowledge; and how it is taught is based on skills. Secondary school principals must understand management strategies, using

such strategies in managing the CAPS in the FET phase, so that learners' performance can improve. The management of the curriculum cannot be effective without the principal using skills, knowledge, and attitude strategies. Therefore, it is critical for principals to understand the curriculum in all its dimensions.

2.3 What is a Curriculum?

A curriculum refers to the formal academic programme provided by a school, as reflected in subjects on the timetable. Coleman et al. (2003) propose that the curriculum sets the goals for instruction, teachers independently deciding how to achieve such goals. The curriculum organises knowledge in ways that are best for learning subject matter, offering familiarity with subject matter concepts, and deploying matching pedagogy as a central focus. Curriculum refers to all the learning that is planned and guided as a body of knowledge to achieve certain outcomes (Booyse and Du Plessis, 2014). The above literature discussions on curriculum definitions may then be related to the knowledge-management strategy which must be used by principals of secondary schools in the management of the CAPS. Scholars mentioned above have defined the curriculum as a formal academic programme and organiser of knowledge to be learnt, and which sets the goals of instruction.

In addition to the above, Squires (2009) explains curriculum as an organised set of experiences to which learners are subjected so that their behaviour will be modified in a desired and predetermined manner. The curriculum is the pre-eminent issue for all of us in education. It offers opportunities for pupils of all ages to move beyond the experience they bring to school Michael. Young (2014). Michael. Young (2014) further states that the curriculum directs the activities that the teachers devise for their pupils to enable them to acquire the knowledge prescribed. Tedesco (2014) states that the curriculum is considered a means of providing content and coherence to education policies, which is the outcome of a process reflecting what, why, and how education should be applied for the desired society of the future. According to Michael. Young (2014) curriculum refers to the knowledge that it is hoped that pupils will acquire by the end of the course. It may be noted from definitions above, that learners' experiences and opportunities are offered in the curriculum through teachers' ability to enable learners to acquire prescribed knowledge. This then directs principals in understanding the importance of attitude strategy in managing the curriculum, since the above definitions favour the attitude-management strategy. From the above definitions, an overview of the meaning of curriculum is explained by (Booyse & Du Plessis, 2014; Squires, 2009). These researchers are

in favour of knowledge (professional view) strategy and attitude (societal view) strategy. No definition which I read thus far favours skills (personal view). This suggests that principals of schools, as curriculum managers, must understand the meaning of the curriculum, and aspects of curriculum which are intended, taught, and tested thereafter.

2.3.1 Curriculum Dimensions

2.3.1.1 Intended curriculum

Intended curriculum is defined by Squires (2009) as the written plan incorporating aspects of time use, content, and process aligned with standards and assessments that establish a focus for instruction, assessment, staff development and management. Squires (2009) iterates that the intended curriculum involves state standards, curriculum planning and textbooks According to the Indiana Department of Education (2010), intended curriculum is defined as the planned interactions of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Hoadley and Jansen (2012) define intended curriculum as a prescription of what is to be taught and learnt in the classroom; what is learnt throughout the country as the standard, organising the sequence of learning, and involving the selection of teaching content. (Glatthorn et al., 2009) explain intended curriculum as typically formulated at an elevated level of generality. Curriculum is most often presented as policy recommendations on the content and sequence of a field of study. The principals of secondary schools must be able to manage time for teaching, by ensuring that contact time for teaching and learning is never wasted, pace for content teaching is monitored, ensuring that instruction and assessment are CAPS aligned.

(Glatthorn et al., 2009) further aver that intended curriculum provides the school with what ought to happen, as plans are made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality. The actualization of those plans are observable in the classroom. Bitzer and Botha (2011) assert that intended curriculum refers to the knowledge that is included in the teaching and learning by teachers in class, teaching learners the planned content. Booyse and Du Plessis (2014) explain intended curriculum as a prescribed blueprint for teaching, providing the plan or intentions of the Department of Basic Education.

Khoza (2015b) attests that intended curriculum is a written policy of ideas that is framed by educational vision with goals as well as intentions of the teaching/learning curriculum (belonging to developers of curriculum). Therefore, intended curriculum favours knowledge strategy, since the official curriculum is selected and organised. In managing the CAPS, secondary school principals must ensure that relevant textbooks are procured for all school curricular subjects. CAPS documents and subject policies must be available and information contained by documents shared; so that teachers will understand the knowledge of the subjects to be implemented, as stipulated in the policy document.

2.3.1.2 Implemented curriculum

Implemented curriculum, according to Coleman et al. (2003), is the responsibility of the principal, who must ensure that the individual learner receives the curriculum of similar quality in the school, in which monitoring, evaluation, and feedback on practised curriculum are managed. Brown (2006) defines implemented curriculum as all students' experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems. Squires (2009) comments that, in an enacted curriculum, teachers must know what to teach, have flexibility to use their own creativity, teaching focused on the standards, review and revise the implemented curriculum yearly, and consider the most recent performance on standardised tests and teachers' experience with the curriculum. The above discussions from the literature suggest that curriculum in action requires teachers' capabilities to implement curriculum, using different methods of teaching and relevant skills, such as communication, organising activities, and planning skills, so that the desired curriculum goals are achieved.

Squires (2009) further indicates that enacted curriculum may be managed by the principals through data on teacher completion of content topics, comparing teaching with standards stipulated in the prescribed curriculum. Glatthorn and Jerry. (2009) explain implemented curriculum as the delivered curriculum that an observer sees in action as the teacher teaches. Hoadley and Jansen (2012) explain the importance of understanding the implemented curriculum: it provides a more complete view of teaching and learning, making it possible to explain why learners often learn very different things from what teachers teach. Implemented

curriculum is the curriculum that is experienced, implemented by a teacher in what is taught and learnt Booyse and Du Plessis (2014). Principals can ensure that the implemented curriculum is in line with the CAPS (intended curriculum) through classroom observation, checking learners' class activities at least once per term, checking lesson plans, requesting department heads to submit a teaching progress report. In order to bridge the gap between what should be done and what is actually done, the curriculum management plan must be formulated in the school and adhered to.

In addition to the above, Khoza (2015b) explained implemented curriculum as the interpretation of the intended curriculum as perceived by the teachers, and the actual process of teaching in operation (belongs to teachers). According to the above literature, the implemented curriculum favours the skills-management strategy. It focuses on how the prescribed curriculum is practised by the teachers in class, where planning and teaching skills are observable. Therefore it is the responsibility of secondary school principals to ensure that the delivered curriculum in schools is the prescribed curriculum, using managing strategies to manage teaching and learning.

Ramrathan, Granje, and Higgs (2017) noted that, in implementing the curriculum, teachers must consider curriculum sources to draw on, to determine which sources of curriculum will be relied on and to what extent these sources will be relied on. Such sources are knowledge, society, and learner as source. Ramrathan et al. (2017) further states that scope, sequence, continuity, and integration are to be considered when a curriculum is practised in schools. School principals must ensure that effective management of skills occurs, by developing and monitoring department heads, so that together, principal and departmental heads implement the curriculum, eliminating misinterpretations of concepts in subjects. Teaching may be used to prevent gaps between intended and implemented curriculum. This assumes that secondary school principals, in managing CAPS, must ensure that content imparted to learners is in accordance with the content planned/prescribed. The progress of teaching, the pace of what is taught by teachers, and the completion of the planned curriculum per subject and per term, must be managed before term assessment commences. The discussions from the literature above favour the skills-management strategy.

2.3 1.3 Achieved curriculum

Achieved curriculum refers to assessment tasks aligned with standards of assessments that are developed directly from the significant task description stated in the intended curriculum. These are standardised (control tests) tests, or planned curriculum-embedded tests Squires (2009). Hoadley and Jansen (2012) believe that achieved curriculum provides feedback to and input for both the intended and enacted curriculum, evaluating whether what was planned to be taught and learnt, was in fact taught and learnt. Hoadley Jansen (2012) further state that there are two assessment types: formative assessment, which gives information to help learners grow and make progress, and summative assessment, enabling a teacher to tell how much a learner has achieved by a certain stage. Glatthorn et al (2012) explain achieved curriculum as that set of learning that is assessed in teacher-made classroom tests, district-developed, curriculum-referenced tests, and in standardised tests. Achieved curriculum is explained by Khoza (2015b) as learning experiences perceived by learners. Such would be measured through their achievement of learning outcomes (belongs to learners) Achieved curriculum is defined by Booyse and Du Plessis (2014) as the knowledge and skills that are measured to determine learner achievement. Assessment is an essential element of a curriculum because it establishes how learners will be measured on performance. The above literature indicates that the achieved curriculum is associated with an attitude-management strategy and it indicates how each strategy is linked to a curriculum dimension.

Secondary school principals managing the CAPS, must know about the curriculum dimensions, and must understand how curriculum dimensions and curriculum theories are linked to strategies that may be used in managing curriculum. Before explaining curriculum theories, a brief explanation of South Africa's curriculum revision background will be discussed.

2.4 Background of South Africa's Curriculum Revision

Jansen (1998) mentions that, since 1994 April, South Africa's post-apartheid elections, the Ministry of Education has introduced three national curriculum reform initiatives focused on schools. Chisholm (2005) adds that the process of curriculum revision in South Africa aimed to lay the foundation for a single national core syllabus with curriculum decisions made in a participatory and representative manner. Pienaar and Raymond (2013) state that, worldwide,

governments are confronted by the challenges in curriculum change to meet regional, national, and global needs. Curriculum 2005 was launched in South Africa in March 1997, driven by the principle of outcomes-based education (OBE) (Bantwini, 2010). Bantwini (2010) continues that the Revised National Curriculum Statement (RNCS) was launched in April 2002, known as the National Curriculum Statement (NCS), after a review of the OBE conducted by the team appointed. During 2011 the NSC was reviewed again. Amendments were made and the amended NCS was offered as the CAPS Booyse and Du Plessis (2014). According to Ramrathan et al. (2017), the change from Interim Core Syllabus (ICS) to an outcome-based National Curriculum Statement (NCS) presumably represented a major shift in approach to the curriculum.

From the brief review of curriculum changes in South Africa by the above-mentioned scholars, principals must get to grips with the changes in the curriculum to be able to use relevant strategies in managing the CAPS as the currently intended/planned curriculum. They must know the focus of the current curriculum and how it differs from the previous year's curriculum, in terms of curriculum vision, content and assessment guidelines. A brief background will enable improvement of managing curriculum by principals. Once they understand curriculum changes in South Africa they will know the curriculum aspects embodied in the CAPS. Thus, curriculum theories knowledge is essential for secondary school principals.

2.5 Curriculum Approaches

2.5.1 Objective approach

An objective approach, according to Wang (2016), articulates the trichotomy of knowledge, social preparation, and personal development. Tyler's view is that a good curriculum strikes the right balance between the needs of the subject discipline, society, and the learners, which all should determine the education objectives. McNeil (2009) explains the objective approach (Tyler's approach) as a curriculum in which knowledge is organised in ways that are best for learning subject matter; and for introducing learners to the enquiry questions in the academic disciplines. Here, familiarity with the subject matter concepts and a matching pedagogy, is a central focus. Marsh (2009) defines an objective approach as the model which simplifies complex teaching situations sufficiently that plans and procedures may be carried out

rationally. Bitzer and Botha (2011) remark that an objective approach (Tyler's approach) is used in the planning and designing of curricula at various educational levels, on dimensions of curriculum planning, namely, objectives, content or subject matter, methods or procedures, and evaluation. Bitzer and Botha (2011) further commented that an objective approach is product driven. It is a means to an end where the end is first decided upon, and before the means to reach the end is determined. The above definitions by scholars indicate that the procedure of what, how, and why, in the curriculum, is meant by Tyler's approach as a model of curriculum.

Glatthorn et al. (2012) state that, in an objective approach, the focus of the curriculum is on needs assessment, training, implementation, and evaluation, with emphasis on students producing tangible results that reflect their potential; rather than how curriculum is taught. Glatthorn et al. (2012) continue that goals and objectives become the common focus of this approach. Hoadley and Jansen (2012) explain the objective approach as the curriculum. Booysse and Du Plessis (2014) express that, in Tyler's approach, the principle for selecting content must contribute to the achievement of the objective, effectiveness, and efficiency of teaching. Secondary school principals must therefore understand the curriculum model that favours the current curriculum (CAPS). The CAPS document stipulates the content to be taught, the method to be used, and the forms of assessments recommended.

Booyse and Du Plessis (2014) continue that the objective approach has principles to guide the teaching of the curriculum in which aims and objectives, content to be taught, organisation, teaching methods, assessment, and directions to examinations are provided. Teachers guide learners to achieve objectives, and they promote learning. From the above literature, the objective approach favours the intended curriculum and may be linked to a knowledge-management strategy. It requires understanding of curriculum principles, content to be included in the curriculum (knowledge and content prescribed) that must be implemented in secondary schools. Therefore, secondary school principals will know what to manage in content teaching for every subject, why and how it is to be managed. The process approach theory must also be understood by principals.

2.5.2 Process approach

The process approach to the curriculum was pioneered by Stenhouse (1982) as the approach which stresses the quality of the educational process and the values that define it. Stenhouse

(1982) indicates that teachers are the professionals whose decisions change a plan in response to the needs of their learners; such needs being respected McNeil, (2009). McNeil (2009) explains the process approach as a curriculum approach which aligns goals, standards, programmes and instructional materials with tests for the outcomes. It reveals whether the school and its teachers are advancing the learning of all, and whether diverse groups are acquiring the specified knowledge and skills. Marsh (2009) contends that, with the process approach, better curricula will result when those engaged in it understand the complexity of the process. The process approach emphasises the interaction among teachers, students, parents and knowing, rather than the syllabus (Glatthorn et al., 2012). Hoadley and Jansen (2012) believe that the objective approach aims at giving teachers the opportunity of adapting the curriculum to their teaching situation.

Booyse and Du Plessis (2014) state that, in the process approach, there is a focus on principles of procedure, in which selecting content is a process. Content should enable teachers and learners to gain expected knowledge. Proposals should be recommendations, not prescriptions about sequencing the content. All should be involved in the teaching and learning process. Teachers conduct research while they develop and teach. Booyse and Du Plessis (2014) contend that activities must involve learners. Teachers must share planning, have active roles, examining and evaluating in guiding the curriculum. The focus of assessment is on knowledge, understanding and judgement (learners should change in the learning process). The value of teacher development is acknowledged. The process approach favours the implemented curriculum and directs the secondary school principals to a skills-management strategy, teachers' ability and teaching situations are aimed at in this theory. Methods of teaching and content sequencing must be managed by principals. Thus, it is imperative for pragmatic theory to be known by secondary school principals, after understanding the process approach.

2.5.3 Pragmatic approach

The pragmatic approach is a curriculum that either empowers or domesticates. It is always practical, therefore teachers cannot ignore the political questions, according to (Freire, 1997). Freire (1997) further states that this approach emphasises communication as important for all concerned in education. McNeil (2009) explains the pragmatic approach as an instrument for affecting social reform, including exploring how institutions, such as schools, maintain existing

hierarchies of privilege. A pragmatic approach focuses on 'deep' issues and is less concerned about planning procedures, according to Marsh (2009). Glatthorn et al. (2012) explain the pragmatic approach as an awareness curriculum which emphasises curriculum differentiation. This maximises the potential of each student in the classroom to focus. A differentiated learning environment encourages students to engage their abilities to the greatest extent possible including taking risks and building knowledge and skills, in what they perceive as a safe, flexible environment.

Booyse and Du Plessis (2014) note that the pragmatic approach serves to liberate learners to make links and to understand language, experiences, and their daily struggle. Experimental key themes from learners' lives contribute to decision-making, and decisions about curriculum must be a dialogic. Teachers are to develop critical consciousness. Assessment focuses on the reflections of the participants. An aspect of the emancipatory approach with critical reflections is valued. From the above literature, the pragmatic approach favours an attitude strategy of managing curriculum, since it is guided by values, interests of the learners, and the society; and it considers experiences and opportunities that affect social and political decisions on the curriculum. The literature reviewed above in theories goes into great detail about Tyler's and Freire's approaches. It is stated that they may be modelled simultaneously. Secondary-school principals must know how teaching should occur to be able to manage the CAPS. Glatthorn et al. (2012) emphasised that is essential for the principal to have understanding and knowledge of the curriculum theory to be an inspiring curriculum manager. Therefore, after understanding curriculum theories, secondary school principals must know curriculum approaches.

2.6 Curriculum Models

Ramrathan et al. (2017) state that curriculum implementers must understand the curriculum design type and the curriculum approach it favours at a particular time as a particular design suits each curriculum reform. Ramrathan et al. (2017) continue that curriculum design may be a subject-centred approach, a learner-centred approach, or a problem-centred approach.

2.6.1 Competency-based curriculum

A competency-based approach is linked to a learner-centred approach, in which learners take control of their own learning; and evaluation is based on the notion of difference, individuals expressing their competence in unique ways Guiltig, Hoadley and Jansen, (2004). Hoadley and Jansen (2012) state that, in a competency-based model, knowledge is often located in themes, projects, and problems, rather than in subjects. Learners have a measure of control in selection, sequencing, and pacing. Bernstein (2013) describes the competency-based approach as built-in competences in which knowledge is not imposed, teaching relates to learners' own experience, and assessment is on 'presences' not 'absences'. According to Khoza (2015c), in the competency-based curriculum approach, subjects are combined to form a learning area, and are driven by specific outcomes divided into seven critical outcomes, and five developmental and learning outcomes, in which achievement of a measurable outcome is the major practice. (Khoza, 2015b) advises that in the competency-based approach, knowledge is mostly generated horizontally from simple sources or locally known sources.

2.6.2 Performance-based curriculum

The performance-based model focuses on specific content aiding the teacher as interventionist Guiltig et al. (2004). Hoadley and Jansen (2012) maintain that the performance-based model focuses on developing a high level of understanding, often in a subject. As a consequence, the curriculum tends to be specific on content that must be learnt. According to Bernstein (2013) a performance-based curriculum is specific on content and knowledge, and is vertically organised; assessment is on deficits, more content and teacher centred. Khoza (2015b) states that in the performance-based curriculum approach, each subject is independent and has its own collection of terminologies. It is driven by identified content in which all students learn the same body of knowledge from the lowest to the highest level. Khoza (2015b) continues that the CAPS curriculum is performance based, and students' performance is measured against international content standard. Understanding of approaches in curriculum can enable secondary school principals to manage the CAPS effectively and efficiently, since strategies of

management will be directed by the curriculum-approach-driven aims. Therefore, further knowledge and understanding of curriculum concepts is essential to secondary school principals, to use relevant strategies in managing the curriculum.

2. 7 Conceptual Framework

The conceptual framework that guided this study was Spider Web, which are essential concepts of curriculum. Concepts of curriculum are explained and identified by Van den Akker et al., (2009) as a curricular spider's web with a set of four quality criteria. The curricular spider's web consists of ten components that are all interrelated, each component accompanied by a question. Why are they teaching? (Rationale); towards which goals are they teaching? (Aims and objectives); what are they teaching? (Content); how are they teaching? (Teachers' activities); how do they teach? (Teachers' role); with what are they teaching? (Resources); when are they teaching? (Time); in which settings or environment should learning take place? (Learning environment); how are they assessing teaching? (Assessment). Secondary school principals have to understand the curriculum concepts stated above, to be able to manage the curriculum effectively, thereby improving learners' performance. Effective curriculum management by secondary school principals requires curriculum concept involvement in the strategies used to manage curricula in schools. This implies the need for understanding of goals by school principals.

2.7.1 Goals

Goals are defined by Hoadley and Jansen (2012) as all related ideas of personal growth, integrity, and autonomy, healthier attitudes towards self and peers, and learning expectations. According to Khoza, (2014), principals must understand the teaching vision in order to identify relevant goals for the school curriculum. Principals must understand educational goals and curriculum goals. When developing their schools' year plan calendar, educational goals and curriculum goals must be aligned Glatthorn et al. (2012). Glatthorn et al. (2012) further state that it is the responsibility of the school principal to share common goals with staff members so that all teachers strive towards attainment of common goals for the school curriculum. In the study conducted by Khoza (2015b), goals are divided into aims, objectives, and outcomes.

Khoza (2015b) maintains that the principal and teachers must identify and understand teaching goals as they are directed by the vision of the curriculum. This is at the centre of any curriculum and controls all curriculum concepts. Khoza (2013c) states that teaching is driven by aims and objectives to drive the lessons. The teacher-centred approach is to be used. If outcomes drives the lessons the student-centred approach is applied. Secondary school principals, as managers of the curriculum, must know that goals are divided into aims, objectives, and outcomes, and that curriculum goals are important concepts in curriculum management. Secondary school principals can manage the curriculum effectively if they understand aims, objectives, and outcomes, since teachers under their supervision must indicate these concepts in their daily lesson preparation. It is the principal's responsibility to ensure that teachers understand and use the concepts correctly.

Aims should be to prepare learners for life-time autonomy, whole-hearted and successful engagement in worthwhile relationships, activities, and experiences Reiss and White (2014). Reiss and White (2014) offer that aims for a curriculum cease to be democratically developed visions of a nations' future citizens. Aims may be added as an afterthought, or even become articulated as explicit intentions to compete in the global education 'race' Wyse et al. (2014). Aims give the broad purpose or general teaching intention of a lesson. They indicate what the teacher wishes to cover Moon (2002). Aims are long-term goals, according to (Khoza, 2015c). Secondary school principals should formulate clear school aims, setting them out in the school annual plan where curriculum management goals and aims are stated. The principals' ability to formulate aims will influence attitude management strategy, since aims can inculcate learning. Therefore, all strategies are important in curriculum management. After curriculum aims formulation, principals must ensure that teachers understand and are able to state teaching objectives.

Objectives are instructions or directions about what educators want learners to be able to do as a result of instruction. Such objectives must be developed and attainable by learners within a short period Kridel (2010). Kridel (2010) believes that objectives help to ensure that educational processes are aligned, and that instructional activities are directed towards the defined learning. Objectives, according to Khoza (2015b), are short-term goals. Objectives clearly stated are the foundation for well-planned teaching, concentrating on inputs Marsh (2009). Marsh (2009) adds that objectives provide the opportunity for teachers to formulate, and act upon, clear statements about what learners are meant to learn through instructions. Principals must be able to assist novice teachers with information on how objectives are

formulated for their teaching lessons. Stating objectives indicates what is to be known by learners at the end of the lesson taught. Objectives favours a knowledge-management strategy since objective indicate what learners know, understand, and can do with the knowledge gained after a lesson learnt. Outcomes must also be known by principals.

A learning outcome is an explicit statement that describes what a learner is able to demonstrate in terms of knowledge, skills, and attitude at the end of the period Donnelly and Fitzmaurice (2005). Marsh (2009) explains outcomes as statements that concentrate upon the outputs rather than the inputs of learning, used to express what is expected that learners should be able to do at the end of the learning period. Outcomes are categorised by Khoza (2013b) as intended outcomes when planned to drive the lesson, implemented outcomes when driving the lesson during teaching in class, and attained outcomes when achieved by learners at the end of the lesson. According to Khoza (2015b), outcomes are constructed according to specific observable key words that reflect levels of complexity. The ability to identify outcomes of the school curriculum is a skills-management strategy. Secondary school principals should create equal opportunities to realise the education goals and achievement of outcomes for all learners. This may be achieved by encouraging learners to use community libraries for accessing information, organising career expos, and visiting higher educational institutions.

2.7.2 Content

Content is defined by Squires (2009) as structured in the curriculum so that principals know what is most important to teach, outlining how to teach the important content, curriculum help for teachers to use time to address content and pace instructions appropriately. Squires (2009) believes that content contained in the prescribed curriculum specifies a time frame that indicates beginning and ending dates for pacing each unit content. Content is described by Khoza (2015b) as content knowledge learnt by students which is from same body of knowledge from the lowest to the highest level. Ball (2000) proclaims that educators must understand content as the subject matter, which is crucial to being inventive in creating worthwhile opportunities for learning that take learners experiences, interests, and needs into account. Ball (2000) remarks that knowing the subject matter and being able to use it should be at the heart of a teacher who is teaching learners, and finding ways to integrate knowledge and practice. Ramrathan et al. (2017) state that teachers must understand components of content in teaching,

which are content knowledge, framework knowledge, and methodological knowledge, when teaching a particular subject. Ramrathan et al. (2017) remark that when teachers are teaching the content of any school subject, they must be able to choose the appropriate content knowledge (subject matter), method of content delivery, as well as content assessment methods. Principals in secondary schools must ascertain the content of each subject and grade that is prescribed content, so that no teacher can teach only what he or she is comfortable with, leaving out other content that should be covered. This indicates the importance of knowledge on content to ensure that enacted content is relevant, and is in accordance with the prescribed curriculum.

Content knowledge that matters for teaching must be identified. Understanding content knowledge is a given, and centres on knowledge to be used in practice when teaching and learning take place in the classroom Ball (2000). Ball (2000) avers that content knowledge for teaching has too often been defined by the subject matter knowledge that learners are to learn, identifying core activities of teaching, modifying textbooks, analysing the subject matter knowledge, and insight entailed in these activities. Content knowledge taught is derived from the curriculum, and should not only be known by teachers, but be used to carry out the core activities of their work. Casey and Childs (2007) state that curriculum managers must know the subject matter (content) to be covered in subjects and grades. Scott (2016) comments that content knowledge for secondary school principals is essential in the management of curriculum, since content prescribed and stated in curriculum documents provides a set of teaching and learning prescriptions Scott (2016). Knowledge on content to be delivered must be clear; and principals must check pace and content covered using information on curriculum documents. This does not necessarily mean that they must know the content of all subjects but they must know the content topics to be covered in each subject and in all the grades in the school. Content knowledge must therefore relate to a knowledge-management strategy.

Scott (2016) states that principals must consider appropriate relationships between the subject content and its pedagogic forms as well as its assessment criteria. The method of content delivery refers to the understanding of how learners learn and how teachers teach learners with a variety of needs and abilities, including lesson-planning approaches, instructional strategies, and assessment techniques Casey and Childs (2007). Ramrathan et al. (2017) state that content methodology aims to develop better teaching practices. This way the principal can observe a teacher in class to find out whether the method of content delivery is appropriate. If not, appropriate recommendations for the relevant method of curriculum delivery may be stated.

This emphasises the importance of secondary school principals encouraging and reminding teachers about the various methods of teaching the content. The ability of the principal to evaluate and monitor methods of content delivery relates to the skills-management strategy.

2.7.3 Assessment

Assessment is the achieved curriculum at the end of teaching and learning events for students given by the teachers. However, to learners this is merely the beginning Briggs and Wohlstetter (2003). Marsh (2009) explains assessment as activities undertaken by a teacher to obtain information about the knowledge, skills, and attitudes of students. Activities can involve the collection of formal assessment data, or the use of informal data, or both. Marsh (2009) comments that assessment occurs for the diagnosis of learning and monitoring progress, grading students, predicting future achievements, motivating students, and diagnosis of teaching. Ramrathan et al. (2017) describe assessment as the ability to observe learners and to perceive what they can do, in the hope of understanding how they learn, so as to support their learning. Ramrathan et al. (2017) continue that assessment may be either facilitative or inhibitive to education objectives. This requires appropriate assessment strategies to be used to attain educational aims. Bowe, Ball, and Gold (2017) explain assessment as classroom activity used to obtain evidence on the knowledge, skills, and attitude of learners for use by teachers, to improve learning and teaching. Secondary school principals must monitor assessment in schools. When managing the curriculum, assessment should be planned, monitored, and evaluated. Assessment is the collecting of information about learners' understanding of the subject, which may be formal or informal, to diagnose the effect of teaching and learning, informing on learners' progress.

As a result, it is the responsibility of the principal to ensure that the school assessment programme guides assessment, that the moderation process occurs, and that all educators in all subjects assess learners as per the CAPS guide on each subject-assessment schedule. Assessment strategies to be used to attain educational aims are classified into formative, summative, and peer assessment (Ramrathan et al., 2017).

Formative assessment consists of componential item sets, classroom tasks, extended activities, teachers' guidance and interpretive materials Bennett and Maton (2010). Formative assessment does not compare one student with another. The evaluation criteria are known to all, and are

helpful in highlighting the criteria through examples and modelling McNeil (2009). McNeil (2009) continues that formative assessment consists of practical tests that improve learning and performance, which includes encouraging students to reflect on their work, allowing more time to work in small groups. Formative assessment is described as assessment which gives information in order to help learners grow and to make progress (Hoadley and Jansen, 2015; Michael. Young, 2014). Formative assessment, according to Ramrathan et al. (2017) is conducted as the learning process takes place and is used to influence or inform the learning process; it is criterion-referenced. Formative assessment is important and must be understood by principals when managing teaching and learning. Assessment must occur throughout the lesson per questions and class activities, or informal assessment. Secondary school principals should ensure that all teachers understand formative assessment, assessing learners during the teaching of their subjects, since formative assessment helps to inform teachers how to improve teaching, and who need special attention. Formative assessment monitoring in schools by principals should be by visiting classes (observing teachers teaching), and by checking learners' class activity books. The Department of Education (KZN) curriculum heads have supplied schools with a number of formative task activities that subject teachers in every grade should complete each week, which can guide principals in managing the curriculum. Formative assessment may be associated with an attitude strategy, since this implies the assessment of lessons conducted by an individual teacher who chooses the relevant assessment forms to be used during teaching a subject lesson.

Summative assessment consists of multiple assessment events distributed across the school year and aggregated together for accountability purposes. Principals use summative results as a starting point for a formative follow-up Earl (2012). Summative assessment enables a teacher to tell how much a learner has achieved by a certain stage, to determine whether a certain outcome has been achieved Hoadley and Jansen (2015). Summative assessment is defined by Ramrathan et al. (2017) as assessment that takes place at the end of the learning experience for a purpose outside the learning experience. It is usually applied as one main test or examination written at the end of the school year. The CAPS document term-end assessment is indicated on the assessment framework and assessment schedule. Earl (2012) maintains that it is the responsibility of school principals to offer professional support to assist teachers in understanding and implementing the continuous formative and summative assessments; helping them to develop their knowledge and skill. Principals must understand forms of assessments, know each subject assessment task required for each term's summative

assessment, as indicated in the CAPS document (assessment schedule). Secondary school principals are responsible for their schools' assessment activities, and the summative assessment, which is the yardstick by which to measure the school performance. This also measures the principals' performance in managing the school curriculum. Summative assessment is associated with a knowledge-management strategy since knowledge is assessed. Peer assessment, according to McNeil (2009) is considered as learning consisting of practical activities that improve learning and performance, including encouraging students to reflect on their work, and allowing more time for students to work in small groups with their peers. Here they assist one another by clarifying tasks, sharing knowledge and points of view, and helping one another improve performance. McNeil (2009) believes that assessment as learning does not compare one student with another; criteria of evaluation achievements are known to all, and are helpful in highlighting the criteria through examples and modelling. DiCerbo (2014) explains peer assessment as the process in which learners evaluate the performance of their peers. This focuses on formative goals, such as promoting student learning. This form of assessment is less dominant than formative and summative assessment. Peer assessment is associated with a skills-management strategy, since it requires teachers' skill to conduct this form of assessment. Principals of secondary schools should understand all forms of assessment as they manage the curriculum, thus enabled to direct educators on school assessment programmes. Principals can manage peer assessment which occurs among teachers themselves, peer educators evaluating performance of each other. The feedback of educator peer assessment can promote teachers' performance. After understanding assessment forms that are used in assessing curriculum, the principals must perform their roles in managing the curriculum.

2.7.4 Principal's role

The principal's role in curriculum management is defined by Squires (2009) as guiding teacher groups in the school implementation curriculum through managing instruction, facilitating assessment activities, and monitoring learner progress to ensure that teachers complete the planned curriculum for subjects and manage assessment of learners on curriculum-based tasks. The principal's role is to ensure the quality of learning and teaching and learners' achievement through overall management of teaching and learning. The principal's role includes setting the framework for teaching and learning, developing policies, and ensuring that curriculum

delivery is being successfully implemented Bush and Glover (2016). According to Bellibas (2015), the principal's role in managing the curriculum is aimed at improving the teaching and learning process by managing the instructional programmes and supervising and evaluating instruction. The essential role of the school principal is managing the curriculum. Roles may be: instructional role, facilitating role, or monitoring role.

The instructional management role by the principal, according to Bush and Glover (2014), involves familiarity with the curriculum, ensuring curriculum planning and delivery, and quality assurance of assessment. Bellibas (2015) argues that the instructional role of the principal is aimed at improving teaching and learning processes by managing an instructional programme, and providing clear instructions and consistent rules. The instructional role of the principal is associated with a knowledge-management strategy, since such a role requires curriculum knowledge and information.

The monitoring role by the school principal refers to the monitoring of learner progress, according to Mojkowski (2000). Mojkowski (2000) maintains that monitoring of learners' progress involves visiting classrooms, observing teachers at work, analysing learners' achievement in assessment tasks, and providing teachers and parents with feedback. (Hallinger, 2005) states that monitoring learners' progress both within individual classrooms and across grades is equally important. South Africa's Integrated Quality Management System (IQMS) has mandated classroom observation for measuring educators' performance against learner achievement. The monitoring role of the principal enables educators to improve performance, since areas of development may be identified and development programmes may commence thereafter. The monitoring role favours an attitude-management strategy.

The facilitating role of the principal refers to establishing clear and explicit standards that the school expects of learners, protecting instructional time, and selecting and participating in high-quality staff-development programmes, creating reward systems that promote academic achievement and productive effort Crum and Sherman (2008). The facilitating role favours a skills-management strategy.

2.7.5 Accessibility

Accessibility of learners is explained by Casey & Childs (2007). This means the ability of learners to be learners in school. This requires principals to acquire knowledge about the school community they serve, being able to promote equal accessibility of learners. Access to education is measured quantitatively by the ratio of boys to girls in schools, and the numbers on how many have access to education in school Simmonds (2014). The principals' responsibility is to ensure that school is accessible to every child. This may be achieved through a non-discriminatory admission policy, physical accessibility of the school, and financial accessibility.

Physical accessibility of learners is affected by characteristics of the school structure which must accommodate all learners, including learners with disabilities, utilising their capabilities consistently across school settings Egilison (2009). Physical accessibility is associated with a knowledge-management strategy. Lin, Haung, and Ho (2014) note that learners are affected by travel obstacles (travel time or distance) between home and school. Learners living far from school must spend more time and effort on travelling than learners living close to school. Principals should have knowledge of physical accessibility of their schools' learners, so that they understand contextual factors that might cause late-coming and early fatigue. Principals having knowledge and understanding of physical accessibility are associated with a knowledge-management strategy. Principals should also understand financial accessibility. Financial accessibility is made possible through financial resources which are provided by the authorities of the Education Department to schools, as stipulated in the South African Schools Act, No 84 of 1996 (SASA) under norms and standards for school funding Lin et al. (2014) . Financial accessibility may be associated with a skills-management strategy since it requires principals' skills to be able to determine school fees exemptions, coordinating fund-raising projects to cater for learners who cannot afford to pay school fees, who cannot be excluded owing to financial barriers. Principals should understand all accessibility factors — cultural factors must be considered.

Culture is defined by Cheng (2012) as the system of shared beliefs of school members' norms and values within the school. (Du Pont, 2009) states that culture is interaction among a group of people, disclosing the paradigm of people on various aspects of life. Culture is determined by a set or sets of values and experiences and traditions that individuals and groups hold. Cultural groups may be determined by language, forms of dress, ethical or religious beliefs,

diet, and customs (Overall & Sangster, 2007). Gay (2010) noted that teachers must consider culturally responsive teaching by engaging cultural knowledge, experiences, contributions, and perspectives, bridging the gaps between the school and home through diversified instructional strategies and multicultural curricula. School culture connects people and systems together within an organisation; each system is governed by certain rules of behaviour, also known as codes of practice (Ramrathan et al., 2017). It is the responsibility of the school principal to develop school culture through sharing beliefs and values of the school, experiences, language, forms of dress, and religious beliefs so that all staff members understand school history, celebrations, and matters of life that the school values. Principals must ensure unity within the diverse culture of teachers and learners through developing school culture which accommodates everyone, and subscribes to an attitude-management strategy.

2.7.6 School Environment

School environment is an integral part of the teaching and learning process, and no teacher or learner can be unaffected by it Marsh (2009). Soleimani (2011) states that a healthy environment and the happiness of learners in schools is the essential task of principals, since the school environment contributes to behaviour, intelligence, thinking skills, and creativity of learners. According to Prater (2011), the learning environment is coordinated by the principal through disciplinary procedures and the engagement of learners in activities, and support for teachers with discipline problems and control of the public space. Effective teaching begins with efficient classroom organisation. Schools must be able to create and maintain a positive learning environment, establish classroom rules and procedures, and establish effective communication with learners, parents, and school administrators Moore (2015). Khoza (2013) insists that learning materials be sequenced appropriately to promote a positive learning environment. Ramrathan et al. (2017) suggest that the environment for teaching and learning must establish the culture of learning; it must foster and manage a safe and positive learning environment. The school environment is ensured by principals through learners' development in their learning experiences, communication systems, sports, availability of library and laboratories, providing an attractive school environment. The following are forms of communication that may be used in a school to promote a positive environment — face to face, online, and blended.

A face-to-face environment, according to Redmond (2011) is one in which teaching occurs in the same geographical location in which educators and learners interact. Face-to-face learning occurs when principals and educators are all in the same place at the same time Ramrathan et al. (2017). Principals must interact with teachers face to face in classroom observation, or in the office through one-on-one developmental or feedback sessions. Online environment, according to Redmond (2011), enables principals, educators, learners, and others to participate in teaching and learning at a time and place convenient to them; learners and educators are separated geographically and also by time. Online learning refers to the use, in various scenarios, of current hardware tools such as computers, digital technology, and networked digital devices, together with associated software such as Microsoft operating systems and courseware that uses Worksheet Ramrathan et al (2017). Principals can create an online learning environment for the school through the school email, the learners' central communication system, and social networking, which can promote a positive school environment, managing the curriculum online. A blended environment, according to Redmond (2011) is learning that has been enacted in practice in a variety of ways. Blended learning is flexible learning, mixed mode, or hybrid delivery. Secondary school principals are responsible for creating a conducive environment for teachers, learners, and parents, which contributes positively to curriculum management. Principals can promote a face-to-face, online or blended environment. In schools, principals can manage the curriculum face to face through observation of teachers in class, use of emails and messages for curriculum instructions, and use of both face-to-face and online environments. Principals must also consider resources after understanding the school environment.

2.7.7 Resources

Resources are defined by Alfirević, Pavičić, and Ćukušić (2016) as anything that helps in order for learning to take place. Hoadley et al. (2009) note that resources are important — not only the presence of resources, but how these resources are used contributes to learning differentials. Resources are defined by Khoza (2015b) as any person or anything that communicates learning. According to an interpretive case study conducted by Khoza (2013a) three types of resources in education were identified: the hard-ware, soft-ware, and ideological-ware. Brown and Chandrasekaran (2014) explain ideological-ware as those resources that drive any lesson or curriculum in education, since learning is about the division of resources. Hoadley et al.

(2009) stated that curriculum managers and implementers should first understand all ideological-ware resources that underpin their intended curriculum before the curriculum-implementation process.

Hardware resources are explained by Hallinger (2013) as management of textbooks and stationery which are associated with positive effects on student performance. Khoza 2015 states that a hardware component is the same for teaching. Principals should identify hardware resources required for teaching and learning and ensure their availability, through budget plans and procurement plans Gallego- Arrufat, Gutierrez- Santiuse, and Campana-Jimenez (2017). Gallego- Arrufat et al. (2017) maintain that use of hardware resources requires continuous training and professional development, with emphasis on the use of computers, a digital blackboard, connectivity, and use of a network. Hardware resources must therefore be procured, used, and controlled in schools, since they are essential for teaching and curriculum management. Secondary school principals must be able to use hardware resources, understanding the use of Information and Communication Technology. Principals' ability to use hardware will then enable them to use software.

Software is any material produced for the hardware to display information; software resources for an online learning environment; software differing from face-to-face learning resources Khoza (2015c). The use of software in schools depends on digital literacy, which is the ability to make use of Information and Communication Technology (ICT) in curriculum implementation and learning activities Bryant, Ko, and Walker (2018). Brown and Chandrasekaran (2014) suggest that optimal use of software in schools depends mainly on principals' experiences and beliefs about teaching and learning, and how software may be used and integrated into teaching and learning. Van Niekerk, Van Niekerk, Van Niekerk, and Kleinhans (2014) state that the pace of integrating software in South African Schools is slow, and the system reflects no widely accepted practices of effective and sustainable ICT as the curriculum integrating and technical support. Access to rural areas, theft, and security remain constructing factors. Van Niekerk et al. (2014) further state that principals should support teachers in adopting up-to-date skills and gaining relevant competencies to be able to use software effectively. Insufficient skills of principals in schools hampers the use of software and the integrating of ICT effectively into classroom practices. In managing the curriculum by secondary school principals, the use of software as ICT integration can ease the burden of paper printing costs. The principal can use emails, Internet and online means of communication in

managing the curriculum. Reports and instructions on curriculum may be communicated online.

Ideological-ware should drive the curriculum in education because learning is about the division of resources (Khoza, 2015c). Khoza (2015c) further states that, if a curriculum is dominated by ideological-ware resources, it addresses the personal needs of learners and teachers. There is not much stated by authors on the way in which principals can manage the resources (ideological-ware). Further studies on ideological-ware resources must be undertaken by secondary school principals. Principals have to perform many and varied activities in managing the CAPS.

2.7.8. Principals' activities

Activities by principals is explained by Militello, Railis, and Goldring (2009) as those activities of the principal which focus on supervision and support for teachers on content-centred activities such as the degree to which the activity enhances teachers' content knowledge and support how learners learn the content. Principals' activities involve what is traditionally considered managerial tasks, which provide support for curriculum implementation by teachers and learners so as to progress in learning Bellibas (2015). Principals are required to perform curriculum-management activities, while using various strategies in managing the curriculum. These activities are learner-, teacher- and content-centred.

Learner-centred activities that are managed by the school principal as the curriculum manager are defined by Ng, Nguyen, Wong, and Choy (2015) as all those activities that directly involve learners' learning in which the school principal is involved. These activities are class grouping, periodic review of learners' work progress, such as learners' books, and file checking. Secondary school principals must periodically check learners' work activities to find out whether what is learnt in class is in accordance with the implemented curriculum (CAPS). After managing the learner-centred activities, teacher-centred activities also must be managed. Ng et al. (2015) insisted that learner, teacher, and content activities must be managed by the principal. Principals' activities that are learner centred are associated with a skills-management strategy.

Teacher-centred activities in managing a curriculum refer to those activities that the principal has to perform in managing a curriculum which involves teachers' activities in teaching and

learning, lesson preparation, assessment plans, and assessment tasks Ng et al. (2015). Ng et al. (2015) add that the principal must supervise all activities by teachers in teaching and learning, and give feedback to teachers. School principals must monitor teachers' activities, check lesson preparation, whether are they in accordance with the CAPS, moderate assessment tasks, and check the Annual Teaching Plan. Principals' ability to perform teacher-centred activities is associated with an attitude-management strategy, since it depends on one's individual personality as to how these activities may be carried out.

Content-centred activities by principals is explained by Militello et al. (2009) as those activities of the principal which supervise and support teachers on content-centred activities, such as degree to which the activity enhances teachers' content knowledge, and supports how learners learn the content. Steele, Johnson, Otten, Herbel-Eisenmann, and Carver (2015) infer that principals' activities apropos of content-centred activities requires the ability to participate and promote teaching and learning, particularly on content. Steele et al. (2015) continue that principals should discuss content with educators, making informed decisions that support the teaching and learning of prescribed content in curriculum documents. Secondary school principals perform content-centred activities through subject management. Department heads report on content teaching progress, using the Annual Teaching Plan (ATP), examination guidelines and subject documents. Principals have to be familiar with content subject topics that are to be covered in each grade, and subjects offered in FET. Curriculum management activities conducted by the principal require them to be time conscious.

2.7.9 Time

Time management in schools is a thread running through almost all aspects of teaching in a well-organised classroom Nespor (2014). Ellen. Goldring et al. (2015) imply that time spent on instruction bears a relationship with learner performance. The principal must spend time on specific instructional activities, classroom walk-throughs, and teacher coaching, providing instructional feedback to teachers. Instructional time depends upon the principals' management of time in teaching and learning activities. Principals must ensure that time used for teaching is managed. It may be contact time, additional time, and spare time Rivkin and Schiman (2015). A curriculum manager manages time used by teachers in curriculum implementation.

Contact time refers to instructional time in schools that the principals must protect; which is time for teaching and learning Ng et al. (2015). Principals must ensure that time for teaching and learning is not interrupted. Additional time may allow teachers and school managers to cover more material and examine topics in differentiated instruction Rivkin and Schiman (2015). Rivkin and Schiman (2015) believe that the benefits of additional instructional time raise learner achievement. Principals must be aware of the additional time and can use additional time in managing the curriculum in schools owing to a tight daily work routine. Principals can use additional time to check teachers' and learners' work after school or early in the morning. They can also encourage teachers to use additional time for remedial teaching, giving feedback to learners on tasks set, and for revision purposes.

2.7.10 Rationale

Rationale according to Van den Akker et al. (2009) is an outcome to the questions as to why specific subjects and content is managed and taught in schools. Berkvens (2014) reveals that school managers' reflections on rationale should be based on personal, content, and societal reasons. Rationale is defined by Khoza (2016) as the cognitive process that influence the way managers use strategies in particular ways for managing curriculum. Khoza (2015b) further stated that the rationale why CAPS is managed, is in terms of salary (personal reasons), in terms of qualification or knowledge (professional reasons), alternatively, in terms of department pressure (social reasons). The rationale for managing CAPS according to Rigby (2014) is to establish what is appropriate, and actions which are in line with the department's requirements and expectations for principals, who must be connected and exposed to particular logics that enables and constraints actions of managing teaching and learning. Formal rationale according to Young (2014) is that schools are the primarily concerned as embodied in the specialist professional staff to deliver curriculum and provide all learners with access to knowledge. Personal reason for curriculum implementation is asserted by Young (2014) as offering opportunities for everyone in the school beyond experiences in class but gain skills as individuals. This means skills management strategy which can be used by principals in managing CAPS is linked to personal rationale since it enables individuals to gain skills, experiences and opportunities. In other words, it is pivotal that secondary schools' principals understand these three perspectives of rationale as to why they manage CAPS.

2.8 Conclusion

The literature provided the reasons why the secondary schools' principals require knowledge, skills and attitude which positively contribute to the effective management of curriculum. Furthermore, the Curriculum spider Web concepts were used to frame what themes are associated with the strategies of managing CAPS. The next chapter presents research design and methodology.

CHAPTER 3

Research Design and Methodology

3.1 Introduction

In the previous chapter (Chapter 2), literature from various studies conducted on strategies used by principals in managing the curriculum, was reviewed. The studies reviewed were local, national, and international in context. Chapter 2 outlined the phenomenon (strategies in managing curriculum), the curriculum and its dimensions, curriculum theories, and curriculum approaches. Curriculum approaches were also outlined in the previous chapter. Therefore, this study aims to explore strategies used by secondary principals in managing the Curriculum and Policy Assessment Statements (CAPS), in the Further Education and Training (FET) phase. These strategies will be explored through the following objectives:

- To understand strategies used by secondary school principals in managing the CAPS, in the FET phase at Mahlabathini Circuit.
- To explain ways in which secondary school principals use strategies in management of the CAPS in the FET phase in Mahlabathini Circuit.
- To understand the effective management strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit.

In order to achieve the above objectives, this study intends to answer the following questions:

- What are the strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?
- How do secondary school principals use management strategies in management of the CAPS in the FET phase at Mahlabathini Circuit?
- Why do secondary schools principals use such management strategies in management of the CAPS in the FET phase in particular ways?

This chapter outlines the procedures used in design and methodology of this study, whereby the qualitative approach, interpretive paradigm, purposive and convenience sampling, which are the research approach, the research paradigm and the method of sampling. In this chapter further explanation is provided on data generation, which will be through reflective activities,

semi-structured interviews, and document analysis. Furthermore, data will be analysed together with trustworthiness, which includes credibility, transferability, and dependability.

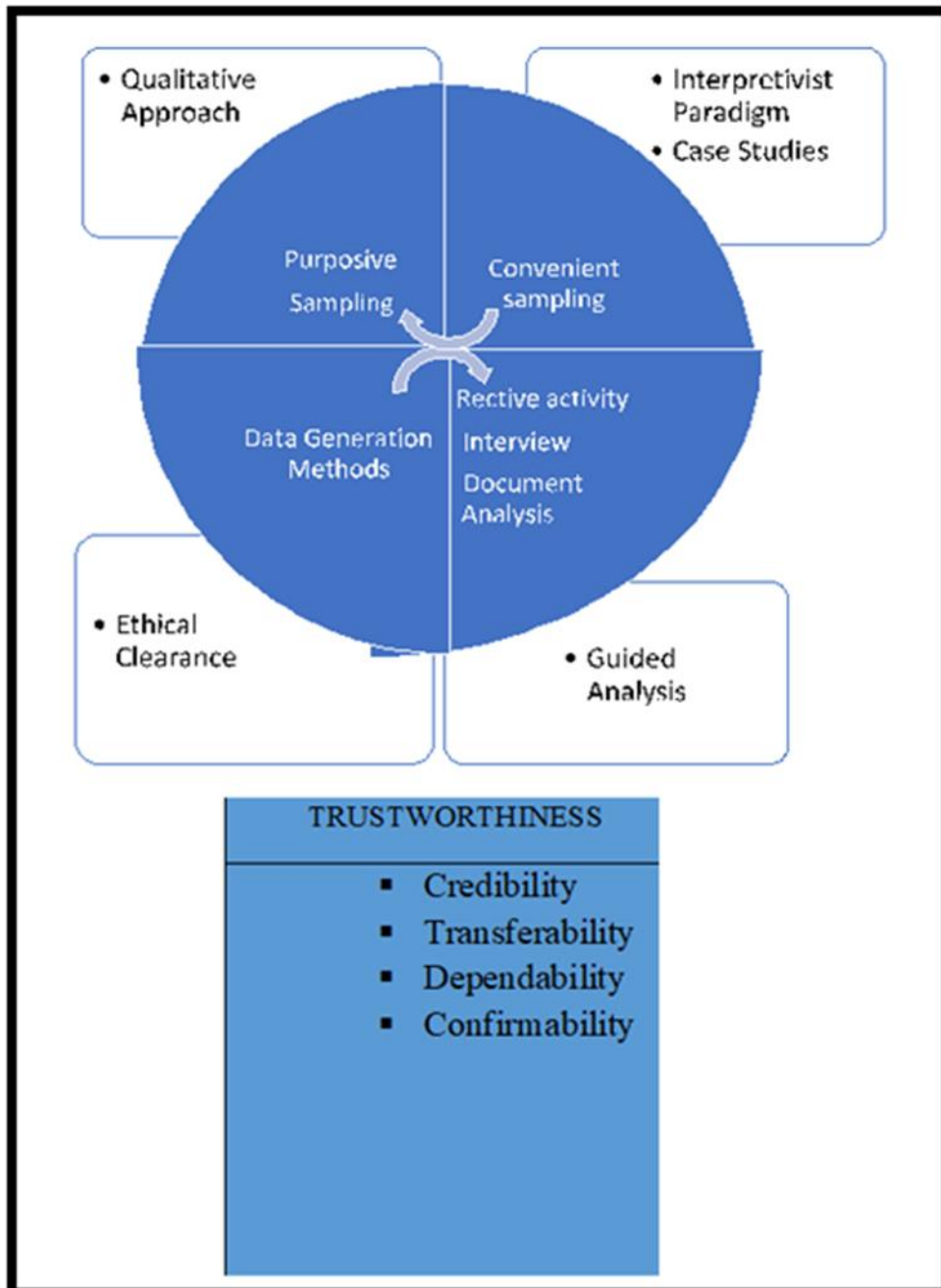


FIGURE 3:1 Research design and Methodology flow model

3.2 Research Approach

This study has adopted a qualitative research approach, which is defined by Cohen et al. (2011) as an approach which gives the voices of participants, and probes issues that lie beneath the surface of presenting behaviour and actions. Braun and Clarke (2013) explain qualitative research as techniques of data collection and a framework for conducting research. The qualitative approach, according to Ramrathan et al. (2017), is explained as the approach in which researchers study items in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings, in which focus is on subjectivity, meaning-making and interpretation presented through words and discourse. The qualitative approach is defined by Masson (2018) as an approach which attends to the qualities of things. It involves a plethora of inventive and empathetic research approaches in getting to grips with the qualities of objects and people and of life in all its richness and vibrancy. A qualitative research approach Sandelowski (2000) is generally characterised by the simultaneous collection and analysis of data, whereby both naturally shape the other.

Pattern and Newhart (2018) assert that, in qualitative research, the researcher is able to provide an interpretive context and meaning of events in phenomena. Pattern and Newhart (2018) further state that results are often expressed in narrative format, because respondents provide answers in their own words, and may be observed in real settings over a period of time, instead of being limited to specific choices in a project studied. Various studies conducted by Bertram and Christiansen (2014) and Ramrathan et al. (2017) assert that qualitative study takes place in the natural world, draws on multiple methods, focuses on context, and is emergent and evolving rather than tightly prefigured, and is fundamentally interpretive. Other studies conducted by Ary, Jacobs, Irvine, and Walker (2018); Rallis and Rossman (2012) explain that, in a qualitative research study, deeper understanding of the phenomenon is sought by focusing on the total picture rather than breaking it down into variables and analysing it. Marshall and Rossman (2014) maintain that qualitative researchers tend to view worlds as a holistic complex, remaining sensitive to their own biographies, and relying on complex reasoning that moves dialectically between deduction and induction.

According to Tracy (2013), in qualitative research study, there are a number of advantages. Qualitative research is excellent for studying contexts which a researcher is personally curious

about, and qualitative data provides insight into cultural activities that might otherwise be missed in structured surveys. Tracy (2013) continues that qualitative research may uncover salient issues that can later be studied using more structured methods, whereas qualitative research is especially suited for accessing tacit issues, those taken for granted, intuitive understandings of culture. Qualitative research helps people understand the world, their society, and its institutions, and can provide knowledge that targets societal issues, questions, or problems, and therefore serves humankind.

This study adopted the qualitative research approach. In choosing this approach I have considered the purpose of the study, which is to explore strategies used by secondary school principals in managing the CAPS. My choice was influenced by my objectives (to understand how and why) apropos of the phenomenon. The qualitative research approach was suitable, since data to be generated will be analysed through the use of informed judgement, identifying themes expressed by participants. The results from findings of this study will be presented primarily through words after conducting interviews, reflective activity, and document analysis. The choice of this research approach was also influenced by my willingness to produce credible results in this interpretive study, to understand the world of secondary school principals in managing the CAPS in the FET phase.

I have conducted the study in the natural world (school site; my participants were secondary school principals at Mahlabathini Circuit managing the CAPS in the FET phase. I have observed specifically the curriculum management, and particularly the strategies used in managing the CAPS. I was directed by the aim of interpreting the understanding of participants- Learning about the sense they make of their circumstances and social experiences in curriculum management. This approach enabled me to be flexible, creative, and to make the most of the information available. I was able to understand the 'how and why' questions of this study, since this approach enabled me to use various kinds of data to gain meaning through a variety of answers obtained. In addition to the above, the qualitative research approach has some limitations, tending to take longer to complete, because it is interpretative and there is no formula (Braun & Clarke, 2013). Limitations, according to Simon and Goes (2013), are constraints that are largely beyond the researchers' control, but that could affect the study outcome. Simon and Goes (2013) comment that the limitation related to qualitative study is reliability and validity.

3.3 Research Paradigm

According to Willis (2007), a research paradigm is explained as a comprehensive belief system, world view, or framework that guides research practice in the field. Paradigms are preferred ways of understanding reality, building knowledge, and gathering information about the world (Tracy, 2013). Braun and Clarke (2013) explain the paradigm as the beliefs, values, and practices held by a researcher. The research paradigm represents a particular world view that defines, for the researchers who hold this view, what is acceptable to research, and how this should be conducted (Bertram & Christiansen, 2014). Bertram and Christiansen (2014) believe that the paradigm makes sense in that the way in which we see the world influences the way in which we research the world. Ramrathan et al. (2017) define a paradigm as the commitments, and sets of beliefs, values, and methods held by a researcher. Ramrathan et al. (2017) assert that a paradigm is the search for the truth, which is dependent upon the positionality a researcher takes in constructing knowledge.

However, Tracy (2013) insists that a researcher's paradigm can differ on the basis of ontology (the nature of reality), epistemology (the nature of knowledge), or methodology (strategies for gathering, collecting, and analysing data). Epistemology, according to Braun and Clarke (2013), is about the nature of knowledge. Epistemology addresses the question of what is possible to know, and what counts as knowledge determines how meaningful knowledge may be generated. Braun and Clarke (2013) further state that qualitative research is underpinned by epistemological assumptions. Ontology is concerned with the nature of reality, and what there is to know about the world. The key ontological debates concern whether there is an external reality which exists independently of peoples' beliefs (realism), and what the nature of this reality is (idealism) (Ritchie, Lewis, Nicholl, & Ormston, 2014). Ritchie et al. (2014) propose that epistemology is concerned with ways of knowing and learning about the world, and focuses on issues such as how we can learn about reality, and what forms the basis of our knowledge. Ritchie et al. (2014) further postulate that the epistemological positions are classified into inductive logic, which involves building knowledge from the bottom up through observations of the world (looks for patterns and associations derived from observations of the world); and deductive logic which is a top-down approach to knowledge. Ritchie et al. (2014) state that knowledge of the world is based on understanding which arises from reflecting on what happens, not just from having had a particular experience. The nature of knowledge which the study intended to uncover led to the choice of the paradigm this study adopted.

Furthermore, Ramrathan et al. (2017) posit that there are a number of dominant paradigms, which include the positivist paradigm, the interpretivist paradigm, and the critical paradigm (positivists, interpretivist, and critical) mentioned by Ramrathan et al. (2017). In the positivist paradigm, researchers aim to avoid being biased by not allowing their own values and beliefs to interfere with the research Bertram and Christiansen (2014). Bertram and Christiansen (2014) continue that the goals of positivists researchers are to describe, control, and predict how the natural and social world works. The findings of one study may be applied more generally, either groups similar to the one that was researched or in context. Ramrathan et al. (2017) explain the positivist paradigm as a paradigm that seeks for the truth, which consists of facts that are determined, measured, and that may be tested. Ramrathan et al. (2017) concur that there are concepts which are associated with the positivist paradigm, including the scientific methods, measurements, objectivity, neutrality, causality, and determination. Therefore, this study has chosen one way of knowing and searching the truth about strategies used by secondary school principals in managing the CAPS, among the dominant paradigms mentioned by Ramrathan et al. (2017).

This study adopted the interpretivist research paradigm. The interpretive paradigm is characterised by a concern for the individual. The central endeavour is to understand the subjective world of human experience, and to retain the integrity of the phenomenon being investigated Cohen et al. (2011). In the interpretive paradigm researchers do not aim to predict what people will do, but rather to describe and understand how people make sense of their worlds, and how they make meaning of their particular actions, thereby developing a greater understanding of how people make sense of the context in which they live and work (Bertram & Christiansen, 2014). Ramrathan et al. (2017) indicate that research within an interpretive attempt to understand the subjective nature of human existence, focuses on meaning making within a context. Ramrathan et al. (2017) add that the interpretivist paradigm acknowledges that individuals bring different perspectives to an event; there is the possibility of multiple meanings becoming important considerations.

In addition to the above, Ary et al. (2018) state that, in an interpretive study, descriptive accounts targeted are provided, to understand a phenomenon. Such would use data generated in various ways, for instance interviews, observations, and document analysis. Therefore, in this study, I did not predict what participants would do. My intention was to understand and describe how principals make meaning of the strategies they use in managing their curricula in secondary schools. I began with individual principals and set out to understand their

interpretations on curricular management. The data generated included the meanings and purposes of participants. I was able to interpret the world around me. I have looked for what is meaningful and relevant to my study. Information and principals' opinions were interpreted, giving principals' perceptions and understanding of ways of managing the CAPS using strategies. I have reflected on what principals have said in their responses during interviews, reflective activities, and document analyses. The purpose of this study is to explore strategies used by principals in the management of the CAPS in the FET phase in Mahlabathini secondary schools.

3.4 Research Style (Case studies)

According to Maree (2011), a case study offers a multi-perspective analysis in which a researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors, and the interaction between them. Case studies recognise and accept that there are many variables operating in a single case, and, hence, to catch the implications of these variables usually requires more than one tool for data generating, and many sources of evidence Bertram and Christiansen (2014). Bertram and Christiansen (2014) continue that case studies aim to describe "what it is like" to be in any particular situation, in which the case may be the person (principal), a group of people (learners), a school, a community, or an organisation. McMillan (2016) explains a qualitative case study as an in-depth analysis of one or more real-life 'entities' — events, settings, programmes, social groups, communities, individuals, or other 'bounded systems' in their natural context. The 'boundaries' clarify the nature of the case or cases, carefully defined and characterised by time and place. McMillan (2016) posits that case studies are pertinent for detail, thoroughness, and deep understanding of authenticity, context sensibility, and transparency. Case studies are limited in several ways, however. They are time consuming, and resource intensive since they are multiple-data collection strategies.

A key strength of case studies is the use of multiple sources and techniques in the data generating process, which enables a researcher in gaining the greater insight and understanding of the dynamics of a specific situation Maree (2011). Case study limitation is its dependence on a single case. The choice of case studies was influenced by its nature which allows the researcher to use multiple sources of data-generating methods. Below is the cycle of a case

study according to Yin (2009). The planning stage ensures that the relevant research method and style is chosen so that the research questions and case study method do not clash. Yin (2009) states that the case study should align with the research paradigm. Hyett, Kenny, and Dickson-Swift (2014) infer that current qualitative case study approaches are shaped by the relevant paradigm, study design, and selection of methods. As a result, case studies in the published literature vary. Hyett et al. (2014) agree that the case study has a level of flexibility, and is designed to suit the case and research question. Yin (2009) states that the *how* and *why* questions are better answered through case studies which are exploratory. Below is a case study cycle adapted from Yin (2009).

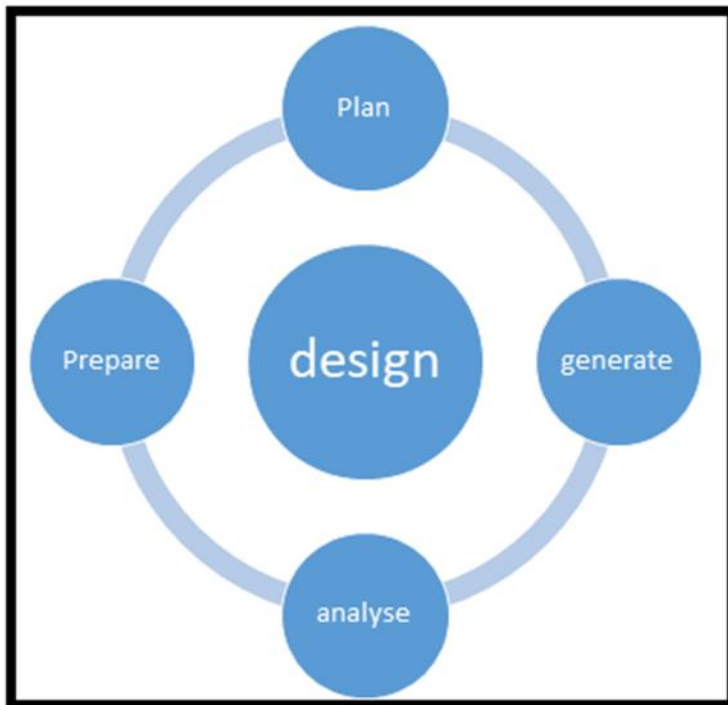


Figure 3.4.1 Case study cycle, by Yin (2009. pg. 25)

The planning stage involved identification of research questions, decisions on the research method to be used, and all important steps in the entire research project. The designing stage focused on unit analysis and developing of propositions, linking research questions to literature. The preparation stage involved preparations for data generation, decisions on methods of generating data that was to be used, preparing interview questions, preparing the questionnaire, and listing documents to be analysed. The data generating stage occurred on school sites where I met participants to generate such data, visiting each site three times (during interview sessions, documents analysis, and to collect questionnaires). In the analysis stage

findings are interpreted, possible differences in interpretation are identified, comparisons are made of data generating methods, and themes are identified. Maree (2011) stated that, in case study, the limitation is dependent on a single case. I could not study more than one case as there are many functional areas of the school principal.

3:5 Sampling

The sampling decision must be made between two options, according to Cohen et al. (2011) — the probability and non-probability sampling. In probability sampling the chances of members of the wider population being selected for the sample are known, whereas in non-probability sampling the chances of members of the wider population being selected for the sample are unknown. Cohen et al. (2011) intimate that probability sampling draws randomly from the wider population, enabling the researcher to make generalizations, whereas non-probability sampling derives from the researcher targeting a particular group. According to Bertram and Christiansen (2014), sampling involves decisions not only about which people to observe and/or to interview, but also about settings, events, and social processes. Bertram and Christiansen (2014) add that researchers within the interpretive paradigm are concerned with detailed and in-depth qualitative description and analysis, since the focus is on generating rich, in-depth qualitative data.

Furthermore, Remler and Ryzin (2011) explain sampling as the process of selecting people for inclusion in a research study. McMillan (2016) state that the group of participants from whom data have been collected are referred to as a sample. McMillan (2016) point out that the choice of sampling type is influenced by the purpose of the study. I selected participants based on the data required for the phenomena. Participants were selected based on easy and convenient availability to me. The decision was made for the explicit purpose of obtaining possible information to answer research questions. It was for this reason that convenience and purposive sampling was used.

3.5.1 Purposive sampling

Cohen et al. (2011) explain purposive sampling as a sample chosen for a specific purpose, for instance, a group of principals is chosen because the research is studying the strategies used by secondary school principals in managing the CAPS. Daniel (2012) states that purposive sampling is the sampling procedure in which elements are selected from the target population on the basis of their fit with the purposes of the study, and specific inclusion and exclusion criteria. Purposive sampling refers to purposefully choosing data that fit the parameters of the project's research questions, goals, and purposes Tracy (2013). Purposive sampling is explained by Palinkas et al. (2015) as a technique widely used in qualitative research for identification and selection of information-rich cases related to the phenomenon of interest. Furthermore, McMillan (2016) asserts that, in convenience sampling, the sample is representative of participants with characteristics that are being studied.

The choice of sample in this study was influenced by the targeted group. I have intentionally selected principals who are secondary school principals, managing the FET phase to provide the needed information. Purposive sampling was useful in this study since this study has a specific purpose in mind, which is exploring strategies used by secondary school principals in managing the CAPS. The strengths of purposive sampling stated by Daniel (2012) are more appropriate to research focused on particular segments. Findings are more generalizable, less selection-bias likely, and provide more control over who is selected to be included in a sample. The participants I selected were those that are knowledgeable and have experience in managing the CAPS. They also possessed relevant teaching qualifications so that the data generated would provide answers to the research questions of this study. I selected those principals who were willing to talk and participate in the study. Table 3:5:1:1 below shows the purposive sample of the study, and the profiles of participants.

Table 3:5:1 Principals' profiles

Participants	School	Type of school	Experience as principal	Qualification	Gender	Race
P4	S1	Secondary	12 years	M+5	Male	African
P3	S2	Secondary	15 years	M+7	Male	African

P3	S3	Secondary	3 years	M+5	Female	African
P4	S4	Secondary	9 years	M+5	Male	African

Limitations of purposive sampling are a greater requirement of resources (time and money), requiring greater effort, requiring more up-to-date information, and requiring that the researcher be knowledgeable about the population, the sites, and the conditions of the research Daniel (2012). To overcome the above-mentioned limitations, I have rescheduled my appointments with participants, since more time was needed to cover the times lost to unsuccessful appointments with principals. I had to increase the budget for transport to cater for unexpected expenses incurred.

3.5.2 Convenience sampling

According to Cohen et al. (2011), convenience sampling involves choosing the nearest individuals to serve as respondents, and continuing until the required sample size has been obtained. Tracy (2013) explains convenience sampling as samples that are chosen because they are convenient, easy, and relatively inexpensive to access by the researcher. McMillan (2016) elucidates that convenience sampling is one in which the sample has characteristics targeted by the study. According to Daniel (2012), convenience sampling is the most frequently used sampling procedure since it is the least time-consuming, least expensive, least complicated, and the least effort is required.

The selection of convenience and purposive sampling was influenced by their relevance to the research question “Exploring Principals’ Strategies in the management of Curriculum and Assessment Policy Statement (CAPS) in Further Education and Training (FET) Phase, at Mahlabathini Circuit Secondary Schools”. I have chosen convenience sampling because is less complicated to set up, will be less expensive for me, and participants will be accessible. I did not intend to generalise findings beyond the sample in question. The sample size was four participants. In selecting convenience sampling, I had to define the target group in this study which was principals of secondary schools who are managing the CAPS in the FET phase. I considered the convenient ways of recruiting and selecting the available target group. I selected principals who were working in accessible rural schools, and I considered resorting to the least

cost of reaching the schools. Participants were recruited from the largest education district of Zululand on the basis of close proximity to where I reside.

Daniel (2012) states that convenience sampling cannot satisfy the need to target specific elements of the population, since persons who are selected tend not to be similar to those who were not selected; thus convenience is least reliable, as the population that are more inaccessible are underrepresented in the sample. Although the sample excluded other parts of the population in Mahlabathini Circuit, the selected participants provided data which may be transferable to the whole circuit, the context being similar. In this study I had a sample of four participants. I intend to share the findings of the project with the entire district of Zululand, so that the principals serving under this district can benefit from this study.

3.6 Data Generation Method

Method refers to a tool or technique for collecting data. Methods are quite specific and applied in specific ways Braun and Clarke (2013). Braun and Clarke (2013) comment that methodology refers to the framework within which a research is conducted. Qualitative data generation methods are designed to capture educational reality as participants experience it, rather than in categories predetermined by a researcher. Involved are exploratory research questions, inductive reasoning, orientation to the social context of educational activities, and a focus on human subjectivity and the meanings attached by participants to events and to their lives Check and Schutt (2012). Qualitative methods refer to collection, analysing, and interpretation of interviews, participant's observation and analysing data in order to understand and describe meanings, relationships, and patterns Tracy (2013). This study adopted reflective activity, interviews, and document analysis.

3.6.1 Reflective activity

Reflective activity is explained by Cohen et al. (2011) as a written task in which a participant is required to answer a series of questions on a particular issue studied. According to Mpungose (2016), in reflective activity, teachers are given a chance to look back to their management practices while answering reflective questions in order to improve in the management of CAPS.

I have generated data through reflective activity as one of the data generating methods. I have designed a reflective activity guided by curriculum concepts (Curricular Spider-web) for all four participants.

Table 3.2 Schedule for Questions answered by Participant on Reflective Activity.

<i>Exploring Principals' Strategies in the management of Curriculum and Assessment Policy Statement (CAPS) in Further Education and Training (FET) Phase, at Mahlabathini Circuit Secondary Schools</i>	
Question 1	Why are you managing CAPS? (your formal, informal, and personal rationales)
Question 2	What resources do you have and use in managing the CAPS? (software and hardware)
Question 3	How do you ensure learner accessibility in your school? (financial, physical, and cultural)
Question 4	How do you ensure justice in managing the CAPS through curriculum goals? (aims, objectives, and outcomes)
Question 5	How do you ensure that content taught is the CAPS content?
Question 6	What are your activities as the principal in managing the CAPS? (content teaching topics, and content teaching pace)
Question 7	How do you perceive your roles as the curriculum manager?

	(instructional, monitoring, and facilitating)
Question 8	Where do you manage the CAPS? (location or environment) (online, face to face, and blended)
Question 9	When do you manage the CAPS? (time) (spare time, working hours, and after hours)
Question 10	How do you ensure that assessment is in accordance with the CAPS requirements? (formal and informal assessment)

The first question asked was for participants to reflect on why they were managing the CAPS. Principals were expected to respond to this question in terms of professional, personal, and social rationales. Expectations of their responses on professional rationale was their professional qualification which has equipped them in curriculum dimensions. The implemented curriculum (CAPS) policies stipulate the intended curriculum and documents that are required by the Department of Education (DOE) from all curriculum managers. Managers should have information on and be able to ensure that educators in schools understand the expectations of the curriculum to be implemented. In response to personal reasons, this was expected to cover experience gained in ensuring the CAPS implementation and development and learning curve for required activities in managing the CAPS. Principals also earn money for their position. Social reasons include the demands of the (DoE) of curriculum implementation, and accountability for learner performance. The second question asked the participants to expatiate on resources they have and use in schools in managing the CAPS. Their response was to name and explain the use of all resources in the school that are essential for the CAPS implementation. These are human, physical, and financial resources, hardware and software resources used.

The third question asked participants how accessibility of learners is ensured in terms of financial, physical, and cultural influences. The responses expected were an admission policy allowing accessibility of all children of school-going age to learn, regardless of gender, race,

or ethnic group. 'No-fee school' applies to schools, since they are all Quintile One schools. The schools therefore have no financial implications which could affect learner accessibility. Buildings and available transport ensures accessibility. Expected was clarity on how unity in cultural diversity is ensured, so that all cultures access education. The fourth question asked was about how justice is ensured in managing curriculum by principals through aims of the CAPS. How were objectives of teaching the CAPS achieved, as well as ensuring that intentions of the CAPS implementation yielded positive outcomes. Response expected was aims stipulated in the CAPS documents for different subjects communicated to relevant teachers, and which are indicated in their daily lesson preparation. Objectives of lessons are stipulated by subject teachers in their lesson preparations. The principal checks activities stated in learners' activity books to discover whether activities are in accordance with planned lesson objectives. Educators' intentions could be indicated through targeting pass percentages they predict to achieve in each subject from Grades Ten to Twelve each term, for all four terms.

In addition to the above, Question 5 was asked to participants to discover how content taught in schools where the principals are serving is ensured. The expectation was the understanding of content set out in the CAPS document which is taught according to pace setters stipulated per week, starting from the first week of each term. The expected explanation was on how each principal monitored the teaching pace and managed content topics relevant to the CAPS document. Also, the answer would cover the curriculum management plan which indicates principal intervals of curriculum management through checking teachers' work against learners' activity books, department heads' monitoring and accountability reports. Question 6 asked the participants about activities in managing the CAPS, activities engaging learners, activities engaging teachers, and curriculum management activities. Expectations on activities engaging learners were periodic registers controlled by the class representative which indicate that each class had subjects taught in all periods per day; learners' class activity books with formative assessment a certain percentage of each grade, and formal assessments or marked tasks. Expected activities engaging teachers were checking the lesson preparation against the Annual Teaching Plan and tasks given to learners, marking of tasks, remedial teaching, and provision of feedback to learners. Curriculum management activities expected were planning on curriculum management which indicate dates on which teachers' activities are checked, organising curriculum developmental workshops, controlling of teaching pace, and indication on how influence over curriculum activities occurs.

Furthermore, Question 7 was asked in which participants had to expand on how they perceive the principals' roles in managing the CAPS. In this question instructional, monitoring, and facilitating roles were to be explained, together with the effectiveness of these roles for each participant. I expected participants to understand the instructional role as one which involves teaching and learning; in which the principal gives instructions on curriculum implementation, teaching and learning hours for each subject per week, as per the CAPS document. This would cover monitoring teaching and learning through controlling periodic registers for educators, time-table compliance, and assessing performance of educators through learners' performance, and performance management for staff which is Integrated Quality Management System (IQMS). For the facilitating role, those roles involve coordinating the curriculum in the school and mediating between the school, the circuit or district and delegation for capacity building, while the principal remains accountable.

In Question 8 participants were to answer on the environment in which they manage CAPS, where they manage CAPS? Do they manage the CAPS online, face to face or in blended format? Participants were expected to explain which environment best suited their schools in managing the CAPS. Question 9 was asked to find out the most suitable time in which the CAPS is managed. Participants were expected to state the most suitable for them, whether spare time, working hours, or after hours or a combination of times. Question 10 was asked of participants to elicit how they ensure that assessment is in accordance with the CAPS. Participants were expected to explain the activities they conduct to ensure the assessment for learning. Activities before, during, and after assessment of learning that the principal performs ensures that assessment occurs as per requirements and as expected. According to Cohen et al (2011), in reflective activity, questions that the researcher designs and provides should ensure participants' honesty in response. Although I was not sure whether the participants' responses were honest, I had given participants time to answer the questions apropos of the reflective activity. I also urged them to be precise and provide responses according to their experience in managing the CAPS.

3.6.2 One-on-one semi-structured interview

Interviews in a qualitative study involves open-ended questions that allow participants to respond in their own words and that encourage detailed and in-depth answers Remler and Ryzin

(2011). Ravid (2013) defines the interview as a process of enquiry seeking the participants' perceptions, knowledge, opinions, experience, and beliefs with regard to the research topic Remler and Ryzin (2011). Bertram and Christiansen (2014) explain the interview as a conversation between the researcher and respondent. The researcher sets the agenda and asks the questions. McMillan (2016) states that interviews allow the researcher to control the conversation and obtain information needed, facilitating verbatim transcription as raw data, a good back-up if observations are not possible.

Furthermore, Remler and Ryzin (2011) explain the semi-structured interview as a set of open-ended questions that help guide or structure the discussion. Ravid (2013) reminds that the semi-structured interview is based on questions that were prepared prior to the interview. During the interviews participants are invited to construct the narrative and pursue issues that are related to the study but were not included when the interview questions were planned. Bertram and Christiansen (2014) propose that, in a semi-structured interview, the researcher uses an interview schedule in a predetermined order. A semi-structured interview was planned and prepared, interview questions structured around the area of concerned were asked. I had to brainstorm the concepts of curriculum, topics, and ideas related to the focus of this study which I intended to explore. The choice of this interview type was influenced by my having to allow participants to give details on the research issue.

I met participants at their schools, asked them prepared questions, and used an audio-recording device to capture interviews. All participants were informed that the interview would be recorded. An interview session was held once with each participant. I had to rephrase questions when a participant did not understand the question asked. I made follow-up questions whenever participants were not providing enough data on other questions. The length of interviews varied between participants; I spent 30 to 48 minutes with each participant. I was attentive during the interview session since I intended to define lines of enquiry, and new emerging lines of enquiry directly related to the phenomenon (strategies used by principals in managing the CAPS). I was able to guide the participants back to the focus of the interview when they digressed. Table 3:2 below indicates the schedule of questions asked during one-on-one interviews.

Table 3:3 Table3:6:3 Interview Questions Schedule

Question 1	Why are you managing the CAPS? Why do you have an interest in the CAPS management?
Sub-questions	<ul style="list-style-type: none"> ▪ What informal rationale motivates you to manage the CAPS? ▪ What formal rationale motivates you to manage the CAPS? ▪ What personal reason motivates you to manage the CAPS?
Question 2	What resources do you have and use in managing the CAPS?
Sub-questions	<ul style="list-style-type: none"> ▪ What software resources do you use in managing the CAPS? ▪ What hardware resources do you use when managing the CAPS?
Question 3	How do you ensure accessibility to all learners and teachers in the school you serve?
Sub-questions	<ul style="list-style-type: none"> ▪ Are there any cost (financial) implications in learner access to education? ▪ How do you ensure physical accessibility to all learners? <p>Is there any cultural influence in learner accessibility?</p>
Question 4	How do you ensure justice in managing the CAPS through curriculum goals?

Sub-questions	<ul style="list-style-type: none"> ▪ How do you ensure that the CAPS aims are formulated when teachers are teaching? ▪ How do you ensure that objectives of teaching the CAPS are achieved? ▪ What are teachers' intentions in the CAPS implementation?
Question 5	How do you ensure the content taught is the CAPS content?
Sub-questions	<ul style="list-style-type: none"> ▪ How do you manage content teaching pace? ▪ How do you manage content topics for the CAPS teaching?
Question 6	What are your activities as the principal in managing the CAPS?
Sub-questions	<ul style="list-style-type: none"> ▪ What management activities engage learners? ▪ What management activities engage teachers? ▪ What management activities focus on content delivered?
Question 7	How do you perceive your role as the curriculum manager?
Sub-questions	<ul style="list-style-type: none"> ▪ Does your role involve instructional, monitoring, and facilitating? ▪ Which role among the mentioned roles is most effective for you, and why?

Question 8	Where do you manage the CAPS? (location or environment)
Sub-questions	<ul style="list-style-type: none"> ▪ Is the online platform conducive to your managing the CAPS? ▪ How conducive is the face-to-face management platform? ▪ Is blended management environment possible for you in managing the CAPS?
Question 9	When do you manage the CAPS (time)?
Sub-questions	<p>Which time is most suitable for you to manage the CAPS?</p> <ul style="list-style-type: none"> • Spare time • Working hours ▪ After work
Question 10	How do you ensure that assessment is in accordance with the CAPS requirements?
Sub-questions	<ul style="list-style-type: none"> ▪ What activities do you conduct to ensure assessment for learning? ▪ What activities do you undertake as a manager before, during, and after assessment of learning?

There was little flexibility in relating the interview to the particular individual since participants had to answer the questions of this study which were pre-determined. I was able to brainstorm the concepts and ideas related to the phenomena, examine my written ideas, formulate interview questions developed from my ideas clustered and categorised. I developed open-ended questions for each selected category. The types of questions I asked were background

questions, knowledge questions, experience questions, opinions or belief questions. The questions I developed provided me with information needed to answer the research questions. The amount of bias was minimised as far as possible since I ensured that I did not seek answers already preconceived. To reduce bias, I carefully formulated questions so that the meaning was crystal clear. Data and conclusions were reached for this study purpose. Interpretations and concepts used had mutual meaning to me and participants. I did not only listen to words: I derived meanings and motivation.

3.6.3 Document analysis

Document analysis refers to the focus on types of written documents that may shed light on the phenomenon Maree (2011). Document analysis refers to the use of various documents by the researcher as the source of data, such as policy documents, curriculum statements, workbooks, and minute books Bertram and Christiansen (2014). According to McMillan (2016), document analysis includes written records which provide first-hand information. These are primary sources, since the document is written in the first person by someone who has had direct experience with the phenomenon, organisation, or group being studied. McMillan (2016) stresses that documents can be virtually anything written or printed such as yearbooks, emails, websites, school budgets, minutes of meetings, memes, letters, diaries, and test scores. In document analysis as one of three methods that I have used in generating data, I have analysed the toolkit used by principals. This is the KZN provincial tool for curriculum management. I have analysed minutes for curriculum meetings in which the principal meets with department heads reporting on curriculum implementation progress, pace of teaching, and challenges.

Documents analysed indicated the frequency of checking learners' activities, lesson-plan checking, curriculum meetings held per term, monthly department heads' reports on curriculum, curriculum plan, and assessment plan. Lesson-plan checking on evidence using the departmental toolkit indicated weekly submission to department heads and monthly submission to the principal. The time book, periodic timetable, and composite time table were analysed documents which indicated that the principals manage instructional time in the school. The time book showed the arrival departure times of teachers. Teachers sign this book on arrival and at departure. The periodic register indicated the number of periods per grade in each day and the number of periods with or without teachers per day, teachers having to sign in for each

period they are in class. The curriculum plan indicates the entire year’s curriculum activities and dates backed by minutes of curriculum held. The principals’ curriculum management file reflects the annual teaching plans for all subjects, pace of teaching reports, learners’ progress reports, assessment analysis, intervention programmes for teaching and learning, curriculum circulars, and assessment programmes. The documents analysed in schools were evidence that principals provide to any officials who need them for verification of curriculum management in schools.

Table 3.4 Curriculum Concepts Levels

1 Rationale	Personal Professional Social
2 Goals	Aims Objectives Outcomes
3 Resources	Hardware resources Software resources Ideological-ware resources
4 Assessment	Assessment as learning Assessment for learning Assessment of learning
5 Content	International African Local

6 Accessibility	Physical Financial Cultural
7 Principals' roles	Instructional Facilitator Researcher
8 Time	Weeks Days Hours
9 CAPS management environment	Face to face Group work (Online) Blended
10 Principals' Activities	Teacher-centred activities Learner-centred activities Content-centred activities

Table 3:4 Document Analysis Schedule.

3.7 Data Analysis

Data analysis in qualitative research study brings meaning and order to the mass of collected data Ravid (2013). Ravid (2013) explains the process of analysis as breaking down the whole into elements to discover its essential features. Interpretation means providing a description or explanation of the meaning of the study, the inductive data analysis process of moving from a category to general patterns. Ravid (2013) offers that the data analysis process follows the following steps: preparation for analysis, analysis of the data, synthesis and interpretation of the data, and presentation of data analysis and interpretation. McMillan (2016) states that analysis of data occurs during data collection as well as after all the data have been gathered.

Data generating and analysis are interwoven, influencing one another. After generating a great amount of data through reflective activity, interviews and document analysis, I have organised the data. I have transcribed the data recorded during the interviews into readable text. I separated data into workable units. I have transcribed the data, the participants' and researchers' dialogue, differentiating them. I have commented on questions so as to make sense of what participants volunteered. The transcription started from the electronic (audio recorder), and was transcribed through writing it out on the computer. I have created codes considering words or phrases that seem to stand out. I have separated segments of comments which were identified according to families. The families include codes related to setting and context, participants' definition of a setting. The analysis of this study adopted ten themes as displayed in Table 3:5 below:

Table 3.5 Theme Table

Theme	Question
Rationale	Why are you managing the CAPS?
Goals	How do you develop school goals in accordance with the CAPS goals?
Resources	What resources do you have which you use when managing the curriculum?
Assessment	How do you ensure that assessment occurs in accordance with the CAPS?
Content	How do you ensure that content taught is the CAPS content?
Accessibility	How do you ensure accessibility?
Principals' roles	How do you perceive your role as the principal?
Time	At what time do you manage the CAPS?

Environment	Which environment is suitable for you in managing the CAPS?
Principals' activities	What activities do you perform as the principal?

3.8 Trustworthiness

Trustworthiness, according to Lincoln & Guba (2003), refers to the way in which the researcher can persuade the audience that the findings in the study are worth paying attention to and that the research is of a high quality. Botes (2003) explains trustworthiness as related to standards of truth and values, and neutrality of the research. To ensure trustworthiness, I used various data generation methods to obtain the data, so that one method could be verified by or checked against the information obtained from the other methods. The results could be transferable to the same context, however, not generalised. Furthermore, I ensured trustworthiness as mentioned above in this study. I ensured fairness and openness to participants, before engaging them in the generation of data. I intended to gain rich data to increase worthiness. The four participants I had were adequate for ensuring dependability of findings. I have critically examined my assertions and interpretations to ensure credibility.

Bertram and Christiansen (2014) state that, to ensure trustworthiness of a particular interpretation in qualitative data is to use thick description, which is the depth of the description that a researcher must report and which provides sufficient detail, so that readers may judge whether findings are transferable. Williams and Morrow (2009) suggest major categories of trustworthiness which a researcher must attend to, which are credibility, confirmability, dependability, and transferability.

3.8.1 Credibility

Credibility is the adoption of an appropriate, well-recognised research method, according to Shenton (2003). Elo et al. (2014) state that credibility occurs when researchers' findings ensure

that those who participated in the research were identified, and accurately described, with their experiences providing reality. Bertram et al (2014) stated that credibility may be enhanced by the researcher both during data collection and during data analysis through using an audio-recording device to record the interview verbatim. This means that the transcripts will be more accurate than if the researcher had simply jotted down notes during the interview. McMillan (2016) considers credibility of findings as the extent to which the data, the data analysis, and the conclusions are accurate and trustworthy. Creswell (2013) suggests eight procedures that the researcher can use to enhance credibility. These are: prolonged engagement, member checking, triangulation, negative case analysis, peer briefing, external audit, researcher reflection, and thick descriptions. In this study, the methods adopted in generating data were appropriate and well-recognised methods of data generating, as mentioned by Shenton (2003).

3.8.2 Confirmability

Conformability, according to Shenton (2003), is triangulation to reduce the effects of bias. Elo et al. (2014) maintain that conformability refers to objectivity, that is, the potential for congruence between two or more independent people on data accuracy, relevance, or meaning. Bertram et al. (2014) state that conformability may be improved by making the research process transparent, with sufficient details for the reader to check whether they would have reached a similar conclusion. I have ensured conformability through various data-generation methods. I posed identical questions to all four participants. As a researcher, I did not use any influence or power over participants. In so doing, I was avoiding bias.

3.8.3 Dependability

Shenton (2003) states that dependability is the employment of overlapping methods. Dependability, according to Maria Kaarianen (2014), refers to the stability of data over time and under different conditions. According to Bertram (2014), dependability occurs when the study may be compared with previous studies in the field, and can explain key differences. The researcher must be able to explain this difference. Dependability of findings was ensured through selection of participants who were appropriate for the study; these were experienced principals. Results acquired were therefore consistent. Consistency was assured by the number

of engagements I had with participants during the interview session and document analysis session. I have stored the data and results.

3.8.4 Transferability

Shenton (2003) explains transferability as the extent to which the study may be applied to other situations. Elo et al. (2014) define transferability as the potential for extrapolation, which relies on the reasoning that findings may be generalised or transferred to other settings. Transferability may be achieved if researchers are clear about the perspective that they use to interpret the data and descriptions; so that others see what may be similar in other cases Bertram et al. (2014). According to McMillan (2016), transferability is the appropriateness of applying results to other contexts and settings. The findings from the principals participating at Mahlabathini may be applicable to other similar contexts outside Mahlabathini. I explored the principals' strategies in managing the CAPS. Conclusions drawn from the findings may be useful, and may be transferred to other principals in a similar context.

3.9 Ethical Considerations

McMillan (2010) states that ethics are what we base our decision-making on, with regard to conducting , reporting, and use of research findings, rules of behaviour, and questions of values or judgements that may be identified as good or bad, right or wrong. The research should be conducted and monitored by a researcher who will ensure that essential considerations of ethics occurs. This includes obtaining permission to conduct the study, confidentiality of data generation, informed consent, respect towards the research site, and safety of participants Ravid (2013). Ethical considerations refers to the researcher treating study participants well, in which ethical research involves the informed consent of participants, avoidance of unreasonable demands on participants, participation that is voluntary and free from coercion, avoidance of adverse consequences of participation. Confidentiality as well as anonymity should be respected Ritchie et al. (2014). Ritchie et al. (2014) further state that, in ethical considerations, the researcher must develop an ethical conscience that puts participants' interests at the heart of decision-making, by anticipating what might arise, while also responding to the unexpected. Flick (2015) states that ethical considerations address the

questions of which relevant issues caused by the intervention of researchers may be expected to impact on the people on whom research is conducted, and steps taken to protect those who participate in the research. Flick (2015) further states that informed consent should be self-evident; that studies should generally involve only people who have been informed about being studied, and are participating voluntarily in the research.

Therefore, I ensured that ethical procedures had been followed in this study. I wrote a letter to the Department of Basic Education (DBE) requesting permission to conduct the study, which was duly granted. I then wrote a letter to the ward manager of Mahlabathini Circuit management requesting permission to conduct a study in schools under the circuit manager's supervision. Permission was granted by the circuit manager. I then wrote letters to school principals (participants), and met them at their respective schools, as per appointment. I requested potential participants to participate in this study after explaining the purpose of the study, their roles, confidentiality, and anonymity. Those willing to participate signed the consent forms. I then completed application forms for an ethical clearance application, attached all letters, and sent them to the university. Permission to conduct the research was granted.

3.10 Limitations

The time of appointment scheduled was postponed by some participants owing to their busy schedules. I had to reschedule other days for appointment. Transport costs were added owing to unavailability of principals on sites during pre-scheduled appointments. One participant postponed two appointment dates. I had been delayed by him, waiting for his availability. My relocation has been a challenge. I chose participants while I was residing and working in the nearby area. By the time of data generating I had relocated to another area. However, I managed to cater for transport costs.

3.11 Conclusion

This chapter detailed the research design and methodology of this study, from research approach (qualitative), research paradigm (interpretive), case studies, sampling (purposive and convenience), data generating methods (reflective activity, interview, and document analysis),

data analysis, ethical considerations, and limitations. The next chapter will provide the analysis of the research findings.

CHAPTER 4

Findings and Discussions

4.1. Introduction

This chapter presents the findings and discussions of the data generated through interview, reflective activity, and document analysis (CAPS documents), principals' curriculum management files, communication books, circular acknowledgement files, and curriculum minutes of meetings books) as the methods outlined in the previous chapter (Chapter3). The findings of data generated are presented through the conceptual framework and literature reviewed in Chapter Two. Themes and concepts will be highlighted, together with identifying synergies in terms of analysis of data. Cohen et al. (2011) assert that qualitative analysis is impacted by the number of participants from which data is obtained. In this study, the exploration on the management of the CAPS by secondary school principals by the four participants was analysed and interpreted individually, and then compared. Common viewpoints were conceptualised into themes that represented significant aspects of the study. There were four participants, as outlined in Chapter One, in four different schools within the same cluster at Mahlabathini Circuit. The participants, who were the principals of secondary schools, and managing the CAPS in the FET phase, were given the pseudonyms P1, P2, P3, and P4. In this chapter the interpretation of data findings on exploring strategies used by secondary school principals in managing curriculum will be outlined. The study aimed to answer the following research questions:

1. What strategies are used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?
2. How do secondary school principals use strategies in the CAPS management of the FET phase at Mahlabathini Circuit?
3. Why do secondary school principals use such strategies in management of the CAPS in the FET phase in particular ways?

When analysing data in qualitative research, a guided analysis is used by the following inductive or deductive processes, in order to have themes in place. This involves a preparation phase in which data is generated, making sense of data, selecting units of analysis, open coding,

and creating categories Elo et al. (2014). During the data-generation phase, the participants were interviewed, reflected on activities and documents, giving relevant evidence on their CAPS management. Such evidence was analysed. Questions were designed according to a curricular spider-web. Questions were asked during interviews and reflective activity. The findings are presented in accordance with each theme as per question asked, which intended to elicit strategies used by secondary school principals in managing the CAPS in the FET phase at Mahlabathini Circuit schools.

4.2.1 Theme (Rationale)

QUESTION: Why do you manage the CAPS?

Presentation of findings

P1 *“I am managing CAPS because it is the curriculum of the time. CAPS is manageable since it deals with certain skills that learners must acquire in their learning aspects. CAPS is user friendly in terms of documents that teachers are using which guide them, CAPS document that guide them and Annual Teaching Plan to guide formulation of lessons in as far as curriculum coverage is concerned , It is part of my career to be a manager, I have to grow...”*

P2 *“I have interest in CAPS because CAPS has to do with encouragement of self- thinking... encourages that learners must be independent in thinking, to work and find facts on his/ her own... CAPS is mind encouraging, mind motivating. We want to produce people who are great thinkers, independent in thinking...”*

P3 *“CAPS is the curriculum inception right now, it is my responsibility to manage, to ensure that effective teaching and learning is taking place and to ensure that all activities are given as per CAPS policy...I personally like to excel in my duties, that is why I ensure that teaching and learning is taking place in the school, effectively at all times, protecting the contact time between the learners and teachers.”*

P4 *“I have to make sure that teachers are guided by the CAPS policy, and to make sure that the school is in order, teachers are in class in time, learners are not coming late by making sure that teachers are happy so that they can deliver Curriculum in an effective manner...I am*

getting paid for what I'm doing and that is motivating me in terms of CAPS curriculum management and I think I gain experience as a person."

This specific rationale is defined by Khoza (2016) as the cognitive process that influences the way managers use such strategies in particular ways for managing their curricula. Khoza (2015b) further states that the rationale for the CAPS being managed, is in terms of salary (personal reasons), in terms of qualifications or knowledge (professional reasons), or in terms of departmental pressure (social reasons). The rationale for managing the CAPS, according to Rigby (2014), is to establish what is appropriate. Actions must be in line with the department's requirements and expectations for principals, who must be connected and exposed to particular logistics that either enable or constrain actions of managing teaching and learning. A formal rationale, according to Michael. Young (2014) is that schools are the primary concern as embodied in the specialist professional staff with delivering the curriculum and providing all learners with access to knowledge. Personal reasons for curriculum implementation are asserted by Michael. Young (2014) as offering opportunities for everyone in the school experiences beyond the classroom, gaining skills as individuals. This suggests that skills-management strategy which may be used by principals in managing the CAPS is linked to personal rationale, since it enables individuals to gain skills, experiences, and opportunities.

On the basis of the findings, the rationale for principals managing the CAPS as per the above indicated question, interrogated prepositions that are personal, social, and professional rationales, as categorised by Khoza (2015c). Such questions were asked, and participants responded. P1 responded the same as P3. P1 and P3 manage the CAPS because it is the societal issue at present. P1 volunteered "*I am managing CAPS because it is the curriculum of this time.*" (Formal). P3 said "*CAPS is the curriculum inception right now...*" (Formal) This suggests that P1 and P2 understood the Department of Education policies and demands. They know that the curriculum is guided by the written policy documents. When managing the curriculum, they are also driven by a knowledge-management strategy since they draw much from policy documents Khoza and Mpungose (2018).

In addition to the above, P2, P3, as well as P4 responded as did P1, who stated the informal rationale: "*I have to make sure that all learners are learning to be independent citizens...*" (Informal rationale). In addition to that, P2 outlined that "*CAPS have to do with encouragement of self-thinking...*" (Informal rationale). Moving further, personal rationale for P4 is in accordance with the explanation stated by Khoza (2016) that the rationale may be personal in

terms of salary, since P4's response was "*I am getting paid for what I'm doing...*" (Personal rationale). P2 is driven by only informal rationale, while P1 is driven by all (formal, informal, and personal). Formal rationale is lacking in P2, and P4, while P3 is driven by formal and personal. Findings revealed that most participants (principals) are managing the CAPS for informal (societal) reasons. An attitude-management strategy was dominating the management of CAPS by the principals.

Furthermore, the CAPS document was silent on the rationale on managing the CAPS. This emerged during document analysis (data-generation method). Principals use their own discretion for managing the curriculum from the point of three rationales (formal, informal, and personal) so that in the management of CAPS, all strategies of managing the curriculum may be catered for.

4.2.2 Theme (Resources)

Resources are defined by (Khoza, 2015) as any person or anything that communicates learning. According to the quantitative study on the management of curriculum conducted by Hoadley et al. (2009), in 200 schools of Western and Eastern Cape Provinces, the study aimed to gain understanding on how secondary school principals might contribute to improved student achievement. Findings were that resources are important, although it is not only the presence of school resources but how these resources are used which contributes to effective implementation of the curriculum. Hoadley et al. (2009) emphasise that effective management of resources is essential. Principals of secondary schools must ensure that resources are acquired and well controlled. Bryant et al. (2018) found a significant and positive correlation between principals' work as resource providers and instructional practices. It was found that the more principals were perceived as effective resource providers, the more often targeted instructional practices were observed in classrooms. Therefore for the principals to manage the CAPS they must have a clear understanding of resources and classification of resources, so that these resources may be used in the implementation of CAPS. This can positively affect the use of strategies in managing a curriculum in secondary schools in the FET phase.

Furthermore, in a case study conducted by Khoza (2015c), three types of resource in education were identified, the hard-ware, the soft-ware, and the ideological-ware. In addition to this, software resources are taken as those resources that cannot be seen or touched, which may be

also online, such as application software (Ms Word, Ms Excel, among others), and learning management systems (Moodle, Blackboard and others). Software differs from hardware resources Khoza (2015b). Brown and Chandrasekaran (2014) explain ideological-ware as those resources that drive any lesson or curriculum in education; since learning is about the use of resources. Principals must possess strategies for communication in teaching and learning, using various resources. If a curriculum is dominated by ideological-ware resources, it addresses the personal needs of teachers because teachers would have different types of managing strategies for managing the CAPS at school. As a result, principals had to respond on the basis of the following question:

QUESTION: What resources do you have and use in managing the CAPS?

P1 *“We are having the resources, the fundamental one are the textbooks, CAPS documents and Toolkit (Physical resources), and then human resources which are teaching and non-teaching staff, as well as financial resources. Human resources are managed by the principal and HODs, the newly appointed are mentored, the old teachers have personal growth plan which indicate areas of improvement...Finance is managed through finance policy...Physical resources are controlled through retrieval policy... Software documents like scope are sent to schools...”*

P2 *“I improvise with one computer, we do not have software applications at a full amount... I manage through the one computer all documents such as LURITS... We also rely on neighboring schools for other resources.”*

P3 *“I use different resources like templates that is provided by the DoE which are SMT management tools, we also buy textbooks... I use computer to keep information...”*

P4 *“We do not have resources that are technological in nature, we normally use hard copies when managing CAPS... I have my personal computer which I use to save and retrieve information on management... the school does not use software except the LURITS system...”*

The second question stated in this study ought to determine resources that the participants had and used in their schools to manage the curriculum. P1 indicated the use of hardware, ideological-ware and software resources. P1 stated *“CAPS documents and Toolkit (hardware resources), and human resources, as well as financial resources”* (software resources). P1 stated all resources as outlined by Khoza (2015c). Resources are categorised into physical

(hardware), human (ideological) and financial (software). Findings from P1 suggest that he was driven by knowledge, skills, and attitude-management strategies in resources used to manage the CAPS. He is using all types of resources which are hardware, software and ideological-ware resources.

Furthermore, P2 was using hardware resources in managing the CAPS, This participant stated *“I manage through the one computer all documents...”* (Hardware resources). Similarly, P3 and P4 also rely only on hardware resources when managing the CAPS. P3 stated *“I use computer to keep information.”* (Hardware resource), and P4 stated *“I have my personal computer which I use”* (hardware resource). Thus, findings revealed that P2, P3, and P4 were using hardware resources in managing the CAPS. P2, P3, and P4 are only familiar with hardware resources. This implies that most participants (principals) are driven by a knowledge-management strategy which they were using in managing the CAPS. They used mainly hardware resources which were the CAPS document, the departmental toolkit, textbooks, and computers.

Moreover, the findings of this study revealed that most principals (participants) were lacking software and ideological-ware resources in managing the CAPS. Principals must be able to use all resources in managing the CAPS, thus guiding the teachers, as well as using resources as they manage teaching and learning. Principals are lacking skills- and attitude-management strategies, as revealed from the findings that software and ideological-ware resources are not used by all principals when managing the CAPS at schools.

Further to this, the CAPS (2011) specified in the curriculum document offers resources which are Learner Teacher Support Material (LTSM), textbooks, learners’ books, and teachers’ guide (hardware resources), and websites (software) to be used as curriculum resources. The CAPS document is silent on ideological- ware and hardware resources. Hardware and software are the only resources that the CAPS has specified in the CAPS policy document. Studies reviewed by Brown and Chandrasekaran (2014); Khoza (2015a) explained the importance of all categories of resources (hardware, software, and ideological-ware) in the management of curricula. For effective use of resources in managing the CAPS by secondary school principals, they must use all strategies (knowledge, skills, and attitude) so that their subordinates (teaching staff) are able to use all resources (hardware, software, and ideological-ware) in their teaching, after guidance provided by their principals.

4.2.3 Theme (Accessibility)

QUESTION: How do you ensure accessibility for all learners and teachers in the school you serve?

P1 *“Whenever you are the principal you depend on things that are within area of your influence, financial access is beyond the principal’s area of influence since the Department has no specific time of depositing money into school accounts to be accessible for its utilization fruitfully for teaching and learning...”*

P2 *“It is important that a learner must be taught as a whole regardless of background and then ---we try by all means that all learners are at school on time although there are learners who walk long distance but they access education. All learners are equally treated, no learner is discriminated and there is a policy of inclusivity...”*

P3 *“We have got the library at school where learners access information... In ensuring that the learners have got the access we have got the records where we record all the resources that is available...Culturally, sometimes we do have some problems when we are considering the culture versus managing curriculum because there is sometimes a conflict between curriculum implementation and culture, you find that learners value more culture than education...”*

P4 *“If I may start with learners, our school is a no fee school so all the learners are admitted and all access education at school... All learners’ admission is done without checking their financial background...We make sure that they are in school in time so that they can access every subject in the time table... Sometimes you find that parents are taking away learners for cultural activities... Sometimes you find learners of school going age getting involved in marriage activities... We also have problems especially during extra classes on Saturdays since most people in our community are Shembe religion (Nazareth).”*

P1 outlined the issue of financial access which hinders the school progress, since financial access is beyond the principal’s area of influence. This is P1’s response *“the Department has no specific time of depositing money into school accounts...”* (Financial access). P2 agreed with P1’s reasoning on financial access that they rely on the department funds. *“Our school is a no fee school so all the learners are admitted and all access education at school...”* (Financial access). P2 indicated the importance of cultural accessibility in terms of treating all learners equally. *“All learners are equally treated; no learner is discriminated and there is a policy of*

inclusivity...” P3 and P4 also mentioned cultural influence which impacts learners’ access to education. P3 stated “*sometimes there is a conflict between curriculum implementation and culture...*” P4 “*sometimes you find that parents are taking away learners for cultural activities...*” (Culture).

Contrary to expectations of accessibility categories (physical, financial and cultural), most participants did not account for physical accessibility impacting their management of curriculum, such as transport that the learners use to reach school. Only P2 noted the issue of learners who are residing far from school, but manage to reach school in time. P2 offered “... *we try that all learners are at school on time although there are learners who walk long distance, but they access education...*” (Physical accessibility). The findings indicated that the participants’ concern was about financial and cultural accessibility, whereas, it is pivotal for curriculum managers to ensure all accessibility prepositions when managing curriculum, so that all principals can manage curriculum effectively through the presence of learners. Secondary school principals should provide the means for transporting learners to ensure accessibility of learners.

According to the qualitative study conducted by (Soudien, Motala, & Fataar, 2012) on access to quality education, accessibility is defined as the admission of learners to schools, ability of every learner to acquire the necessary knowledge, equitable access to opportunities for learning, and availability of an adequate learning environment. Soudien, Motala & Fataar, (2012) state that accessibility means the ability of learners to have access to education by becoming learners in a school. This requires principals to acquire knowledge of the school community they serve, and be able to promote equal accessibility of learners. In addition to the above, access to education is measured by a quantitative ratio of boys to girls in schools, the numbers on how many girls and boys have access to education in schools (Simmonds, 2014).

Further to this, studies categorise accessibility into physical, financial, and cultural accessibility. Learners are affected by characteristics of physical accessibility. The school structure must accommodate all learners, including learners with disabilities, to utilise their capabilities consistently across school settings Ellison and Gunstone (2009). Furthermore, Lin et al. (2014) note that learners are affected by travel obstacles (travel time or distance) between home and school. Learners living far from school must spend more time and effort on travelling than learners living close to school. Financial accessibility is made possible through financial resources which are provided by the authorities of the Education Department to schools, as

stipulated in the South African Schools Act, No 84 of 1996 (SASA) as norms and standards for school funding Lin et al. (2014). According to Ramrathan et al. (2017) cultural accessibility refers to bridging the gap between the school and home through diversified instructional strategies and multicultural curricula. School culture connects people and systems together in an organisation. Each system is governed by certain rules of behaviour, also known as codes of practice.

The results of this study did not show any principals' concern on physical accessibility, since most participants' responses on accessibility did not cater for how physical accessibility is ensured in schools. The literature from Ellison and Gunstone (2009) indicates that it is vital to note the physical accessibility in order to promote equity. It is essential for schools to ensure that learners and teachers have physical accessibility such that it does not hinder anyone requiring access to school buildings for effective teaching and learning. Physical accessibility relates to a knowledge-management strategy, since it involves the inclusion of all learners. This requires secondary school principals to know all aspects of accessibility, as school managers. School curriculum managers must ensure that all relevant policies that promote physical accessibility are adhered to, and effectively implemented.

The CAPS document (CAPS, 2011, p.22) states that "Learners should access support at various levels of schooling in terms of access to education, by School Management Team (SMT) and Institutional Level Support Team (ILST)". Secondary school principals have to understand and ensure accessibility of all learners in the schools in which they serve. In managing the CAPS, teachers and learners in the school require full access to support in terms of physical, financial, and cultural accessibility, which must be ensured by curriculum managers (principals) in the schools.

4.2.4 Theme (Goals)

QUESTION: How do you ensure justice in managing the CAPS in terms of aims, objectives, and teacher intention towards achieving outcomes?

The CAPS document intended to provide teachers, principals, subject advisors, administrators, school governors, and other personnel with parameters and strategies for responding to learner diversity in the classrooms, through the curriculum (CAPS, 2011). The CAPS document also

states that the South African curriculum aims “to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their lives” (CAPS, 2011, p4). The CAPS document has also stated the general curriculum aims (aims) and specific aims (objectives) per subject. Long-term and short-term goals are catered for by the CAPS. The outcomes are regarded as skills in the CAPS document such that “children should acquire skills”. The CAPS document states outcomes as skills. The CAPS document as intended curriculum emphasises knowledge- and skills-management strategies which must be ascertained by secondary school principals when managing the CAPS.

Furthermore, the literature reveals that principals must understand educational goals and curriculum goals when developing their schools’ year-plan calendar. Educational goals and curriculum goals must be aligned Glatthorn et al. (2012). Goals are defined by (Hoadley & Jansen, 2012) as all related ideas of personal growth, integrity, and autonomy, healthier attitudes towards self, peers, and learning expectations. Khoza (2015c) adds that goals are divided into aims, objectives, and outcomes. Khoza (2015b) further defines an aim as a long-term goal. Objectives are instructions or directions about what educators wish learners to be able to do as a result of instruction. Such objectives must be developed and attainable by learners within a short period Kridel (2010). Maritz et al. (2014) notes that objectives are innovative education goals, broadly described as pedagogical. On the other hand, outcomes refer to actions and activities of participants after involvement in the education programmes. Marsh (2009) explained outcomes as statements that concentrate on the outputs rather than the inputs of learning, which are used to express what is expected that learners should be able to do at the end of the learning period. As a result, the participants responded as detailed below, under the theme of goals.

P1 *“The aims, which are long term goals for CAPS are: to acquire the skills that are there in a particular grade for each year. Each subject specific aims are indicated in CAPS document that are to be acquired by learners...Objectives are achieved in every lesson as the teachers teach, CAPS objectives are aligned with specific aims of each subject in every lesson plan, they are to be achieved by the end of each lesson ...Teachers’ intentions are on the learner achievement, whenever they teach they want to see success in their teaching through learner achievement...”*

P2 *“What is important in the school is that: the teacher basically do planning to prepare every day and you look at the aims, outcome of what have been taught is determined in the assessment*

for the lesson taught... Well designed informative lesson plan on each period ensures that CAPS goals are to be attained... When teachers are planning for lessons they consider the outcomes intended to be achieved... We encourage teachers to use individualization principle to cater for every learner...”

P3 *“O right, when we formulate the aims, they emanate from the aims of the CAPS document... For example one of them is that we produce learners who are able to solve problems and who are critical thinkers... We also have our objectives as we are managing the CAPS since it is not old. We consider the specific aims when formulating objectives of lessons... Our intentions as teachers are based on the vision of the school. We envisaged to produce competent learners who will be able to be independent...”*

P4 *“For aims I make sure that the teachers are always preparing their lessons accordingly... In terms of objectives we always check the files of teachers weekly so that we make sure that each and every lesson that has been conducted is in line with CAPS and ATP... Teachers know that they are at school to work and they honor their periods they are in class in time, work extra time and ensure that loss time is minimized. Teachers they get paid for producing good results so that also motivate them the bottom line is that teachers are parents themselves...”*

P1 indicated that aims are long-term goals, as stated in the CAPS document. They are ensured when managing teaching and learning. P1 and P3 hold the same beliefs regarding aims. Both stated that the aims formulated by teachers in daily lessons emanate from the curriculum aims which are stated in the CAPS document. Moreover, P1 outlined that *“... each subject specific aims are stated in CAPS document...”* and P3 stated that *“when we formulate the aims, they emanate from the aims of the CAPS document...”* On the other hand, P2 and P4 hold the same idea that aims are indicated in the planning or preparation of teaching by teachers. P2 states *“the teacher basically do planning to prepare every day, and you look at the aims...”* P4 responds that, *“For aims I make sure that the teachers are always preparing their lessons accordingly...”*

Moreover, P1 states that objectives are achievable. *“Objectives are achieved in every lesson as the teachers teach...”* that is, witnessed in learners’ exercise books when checking what has been planned, taught, and written. P1, P3 and P4 agree in terms of objectives formulation. P1 says *“CAPS objectives are aligned with specific aims of each subject in every lesson plan...”* and P3 outlines that *“We consider the specific aims when formulating objectives of lessons...”* Further to this, P4 asserts, *“In terms of objectives we always check the files of teachers weekly...”*

every lesson that has been conducted is in line with CAPS and ATP. On the contrary, P2 did not mention anything on objectives. In respect of objectives, most participants are clear about objectives, their formulation and achievement. Most participants (principals) were driven by a knowledge-management strategy, since this strategy requires information on what is to be done in terms of CAPS management. Objectives may be associated with a knowledge management strategy, since these are prescribed instructions on content to be managed.

Furthermore, P1 expresses *“Teachers’ intentions are on the learner achievement...”* P2 says *“When teachers are planning for lessons they consider the outcomes intended...”* P3 asserts *“We envisaged to produce competent learners who will be able to be independent...”* P4 states *“Teachers get paid for producing good results...”* All participants are clear about outcomes when managing the curriculum in that all teachers in the schools they serve work towards achieving good results, thus addressing the needs of the community. Teachers use their skills to achieve their intention, which is positive results. Secondary school principals have to ensure that the skills-management strategy is used so that learners achieve positive results. Learner achievement depends on how teaching skills are managed by principals.

4.2.5 Theme (Content)

QUESTION: What content do you manage at school?

P1 *“CAPS and ATP’ s direct what to be taught in each grade, content for lessons are extracted from these documents...I ensure that the curriculum is moving according to said paces...working with the HODs...”*

P2 *“It can’t be irrelevant to CAPS... I am using these documents which are curriculum documents... I use CAPS documentation and the CAPS books... I am able to just call for subject advisors to come around if we need anything and that is exactly what we do which shows that we are in line with CAPS...”*

P3 *“Okay, I use the policy documents for CAPS in managing the content..., I also use the exam guidelines where they state topics to be taught... and we also use the ATPs and I make sure that the ATP..., and the teacher is able to take the content from the policy document and use the relevant textbooks...”*

P4 *“To ensure that I use the CAPS document, ATP and the teachers’ file to manage their work and to see that the three mentioned things are talking to each other.... I also have to check the teachers’ recordings in the file that it is in line with ATP, CAPS and learners’ exercise books... as well as activities and assessment in learners’ books against CAPS, ATP and lesson plans...”*

Literature reveals the connotation of content. Casey and Childs (2007) specify that curriculum managers must know the content which is to be covered in all subjects and grades. Content is structured in the curriculum so that principals know what is most important to teach, outlining how to teach the important content. The curriculum helps teachers use their time efficiently, to address content and pace appropriately Squires (2009). Squires (2009) comments that content is knowledge learnt by learners from the same body of knowledge, from the lowest to the highest level. (Ramrathan et al., 2017) state that, when teachers are teaching the content of any school subject, they must be able to choose the appropriate content knowledge (subject matter), method of content delivery, as well as content assessment methods.

The study conducted by Maritz et al. (2014) aimed to bridge the gap in literature by proposing a conceptual framework of a multi-dimensional innovation education programme (IEP). The study by Maritz et al. (2014) identified interrelated components essential to content knowledge – content, objectives, outcome, pedagogy, and assessment. These components identified are essential for ascertaining content (what to be learnt), how (content method delivery), and for whom (audiences). Maritz et al. (2014) continue that principals have influence over the proposed learner knowledge creation and how learners consume knowledge, by directing and guiding educators in achieving content objectives. Secondary school principals should manage and share strategies with teachers on how content should be taught, through a variety of management strategies.

The study conducted in Hong Kong on knowledge strategies for enhancing school-learning capacity, was a quantitative survey of 15 secondary schools. The result was that content knowledge is ensured through retrieval and sharing of content for individual knowledge enhancement during the management of the learning process Cheng (2012). Cheng (2012) contends that discovering and generating of knowledge through lessons is regarded as content knowledge creation. Dixon, Yssel, McConnell, and Hardin (2014) assure that using various strategies for content delivery offers different paths to content understanding. In a skills-management strategy, the principals must equip teachers on a differentiated content method delivery to cater for diverse learner abilities and content.

However, the current study findings were that all participants were certain that content taught is prescribed in the CAPS policy document. They are all guided by the CAPS document, and the Annual Teaching Plan. In their responses, P1 has “*CAPS and ATP s direct what to be taught...*” In line with this, P2 assures “*I use policy document for managing the content.*” Similarly, P3 notes “*I use the policy documents for managing the content.*” P4 asserts “*I use the CAPS document, ATP and the teachers’ file to manage their work...*” Participants are certain about content knowledge in guaranteeing that content taught is CAPS oriented. Content knowledge in ensuring the CAPS content taught by teachers in schools may be associated with a knowledge-management strategy in managing the curriculum by the school principals. Surprisingly, participants seemed to be less concerned about content method delivery as outlined by (Ramrathan et al., 2017) that it is essential to ensure that teachers choose and use an appropriate content delivery method. Principals may be lacking a skills-management strategy in managing the CAPS. As a result, they must ensure that the content method delivery used by teachers is appropriate.

Furthermore, the position of CAPS in managing the content by the principals is not stated in the CAPS document. In the policy document the content is defined, as is how teachers must select the content (CAPS, 2011). P4 claims that “*...content is what we teach and what learners are expected to learn, that is to know, understand or able to do. It includes facts, concepts, and skills that learners will acquire within their learning environment.*” (CAPS, 2011 p4). Teachers have to select the content to suit the learner needs. There can be no principal who does not know what (content) is to be taught in schools, since content is clearly stated in the CAPS document. However, the strategies of managing the curriculum are not stated in the CAPS document, and that leads to the individual decision and capability to use strategies of managing the CAPS content.

4.2.6 Theme (Activities)

QUESTION 6: What activities do you perform in the school as the curriculum manager when managing the CAPS?

Activities by principals are explained by Militello et al. (2009) as those activities of the principal which supervise and support teachers on content-centred activities, such as the degree to which the activity enhances teachers’ content knowledge and supports how learners learn

the content. Principals' activities involve what is traditionally considered to be managerial tasks, which provide support for curriculum implementation by teachers and learner progress in learning Bellibas (2015). A quantitative study was conducted by Li, Hallinger, and Ko (2016) in 32 Hong Kong schools, which aimed at identifying principals' activities that shape teaching and learning. This was accomplished by examining the relationship between principals' practices, and dimensions of the school capacity in managing the curriculum. The findings elaborated on activities that the school principals can use to enhance capacities that directly impact teachers' classroom activities and the learning of learners by increasing monitoring, teacher accountability, and teacher professional development.

Further to this, Dhuey and Smith (2018), in their quantitative study conducted in North Carolina on 'How school principals influence student learning', reveal important activities that principals perform in schools to manage the curriculum. These are content-, teacher-, and learner-centered activities. Dhuey and Smith (2018) state that principals interact directly with teaching and learning by monitoring the work done by learners (activities in learners' work books), content taught by teachers (subject knowledge of content delivered), and teachers' daily teaching activities. Dhuey and Smith (2018) state that principals' teacher-centred activities involve supervising teachers, evaluating their performance, assigning them to classrooms, creating teaching schedules, and accounting for learner achievements.

Furthermore, (May, Huff, & Goldring, 2012) specified learner-centred activities as conditions more closely connected to learners' engagement in schoolwork, evidence of instructional practices by teachers (in learners' 'workbooks'), commitment to the school (learner attendance, discipline, and counselling), as well as learner achievements. (May et al., 2012) add that principals' management activities such as monitoring instruction and providing feedback, analysing learner performance, and supporting teachers' professional development, are essential. Principals' activities in managing the curriculum should focus on content-, teacher- and learner-centred activities. As a result, principals responded to the question of "*What activities do you perform in the school as the curriculum manager when managing the CAPS?*"

P1 "*In managing CAPS you have to make sure that all teachers have Master files well arranged. Ensure that each HOD manage his/ her department. I have management plan for management of curriculum activities, which shows when to check lesson plans, dates to check learners' work, checking dates for curriculum coverage. Manage assessment of each term.*"

P2 *“That may be a wider question but activities in the school, you cannot take activities somewhere but all begins in the classroom itself. We have formal and informal activities to test the understanding of learners. I manage all core curricula and extra curricula activities...”*

P3 *“My management activities number one, I manage the lesson preparations... I also manage the assessment of educators... I have a tool that I use in managing CAPS, I do class visits, and I ensure that relevant teaching strategies are used by teachers when teaching learners. I also check the number of activities that are given to learners, I monitor HODs that they check the teachers’ works.... that the curriculum is covered, content pace, and the relevant records are kept.”*

P4 *“In terms of activities, I communicate with teachers in terms of CAPS delivery. If teachers have got some problems they know that I have an open door policy, they are free to come to me and share their problems, if a teacher has done something good he/she is appreciated openly, in the presence of other teachers and learners. Same goes with learners we award learners as we check their exercise books for good performance, to motivate them. Debates are conducted among learners...”*

P1’s response indicated the execution of activities in the management of curriculum as stipulated by Dhuey and Smith (2018), namely, content-centered, teacher-centered, and learner-centered activities. For instance, P1 indicated all activities as he stated that *“...I check lesson plans (teacher-centred), dates to check learners’ work (learner-centred), and manage assessment of each term”* (content-centred). P2 only articulated on learner-centred activities, saying *“I manage all core curricula and extra curricula activities”* (learner-centred). P3 agrees with P1; P3 states, *“I ensure relevant teaching strategies are used by teachers when teaching (teacher-centred activity). I also check the number of activities that are given to learners (learner-centred). I monitor the curriculum covered and content pace (content-centred).”* P4 states *“I communicate with teachers in terms of CAPS delivery (teacher-centred). “We award learners as we check their exercise books for good performance, to motivate them” (learner-centred).*

The study findings revealed that all participants (P1, P2, P3, and P4) executed learner-centered activities which included checking learners’ workbooks, class visits, checking assessment tasks, and reporting. P1 volunteers *“I have management plan...”* and P3 agrees with P1 who states *“I have a tool that I use in managing CAPS...”* P2 has only specified the execution of learner-centered activities. P2 states *“I manage all core curricula and extra curricula*

activities,” while P4 mentions teacher and learner-centred activities. “*I communicate with teachers... award learners as we check their exercise books.*” P2 seems only driven by learner-centered activities whereas P4 was driven by teacher-centered and learner-centered activities. This indicate that principals were driven by a skills-management strategy in managing learner-centred activities. As they were managing, they relied on individual decisions as to how they controlled activities. They were also focusing on what learners have written or done so that principals may come up with interventions to meet the needs of learners.

Furthermore, P1 and P3 execute all activities in managing the curriculum as stated by (Bellibas, 2015). Principals supervise teachers, evaluating their performance, assigning them to classrooms, creating teaching schedules, and account for learner achievements. P1 and P3 state in their responses that they checked lesson preparations, teaching strategies used by teachers; they conducted class visits, checked learners’ work and monitored content coverage pace. P1 and P3 used attitude and knowledge strategies in managing curriculum activities. P1 and P3 were guided by the CAPS document when monitoring content pace (knowledge strategy). They checked teaching strategies (attitude) to develop teachers in their teaching skills, checked learners’ work, and reported on learners’ progress (skills).

The CAPS (2011) was commended on its clarity and sequence of the content in all subjects. The CAPS has prescribed content-centred activities in the form of content to be taught and assessed in each subject, which is stated in the policy document. However, principals were using their own discretion in strategies for managing content activities. Learner-centred activities are specified in the CAPS document in the form of formal guidelines on assessment tasks. Principals were referring to guidelines specified in the CAPS document to check teacher- and content-centred activities so as to report on learners’ progress. This indicates that principals were driven by knowledge- and skills-management strategies in managing content-centred, teacher-centred and learner-centred activities. In other words, the attitude-management strategy is not used by principals in managing activities.

4.2.7 Theme 7(Roles)

QUESTION 7: How do you perceive your roles as a curriculum manager?

P1 “... a principal is a curriculum manager... it is also my role to lead the teaching of curriculum.... I perform instructional role which is a way of communication. Sometimes I instruct teachers on what to do in a form of a short meeting or write a communication to instruct what is to be done at a point in time. I am also an assessor or monitor whereby I check the work of teachers whether they are on track in as far as offering curriculum is concerned. I am also a facilitator, I held official meeting in the form of workshop or policy meeting within the school to train teachers because after you have assessed you find areas that need support, workshops and some guidance...”

P2 “When I gather with teachers, the report to me about what is taking place, how many meetings they have held with their departments... I am a facilitator myself since I influence the people I lead, I also give instructions of what is to be done, so all roles are interchangeably used. In meetings I facilitate, I give instructions in briefing meetings and policy meeting.”

P3 “My roles are very educative and enjoyable, it’s good to be an instructor as you just give them instructions as long as instructions are clear... as an assessor it is very good to assess the work of other people it is even easy to identify the gaps if ever there are gaps. It also needs me as an assessor to be knowledgeable to know what exactly I am assessing, ... being a facilitator it helps improving presenting skills, because when facilitating its where you are delivering work you make sure that whatever you are going to read is there especially to the educators as I was once given the role of facilitating CAPS, informing educators about the content to be taught in a particular grade as per CAPS document, you tell educators that there is language relevant which must be used...”

P4 “In terms of instructional role, I always make sure that what is in the policy is adhered to like curriculum which is guided by policy that is prescribed in the CAPS... In terms of monitoring, I start by monitoring the work of HOD s, their management files and their records of CAPS implementation monitoring... In terms of facilitating, I coordinate the activities which contribute to the smooth running of school... I facilitate workshops internally and externally...I capacitate the SMT members in areas of developments which occurs during our meetings in terms of curriculum management.”

The literature on roles played by principals in managing the curriculum revealed that roles of principals are directly involved in the implementation of curriculum. This requires knowledge of the current curriculum, instruction, monitoring, and evaluating the effectiveness of school curriculum practices and their impact on learners' learning Glatthorn et al. (2018). The principals' roles in managing the curriculum are also explained by Hauseman, Pollock, and Wang (2017) as escalating roles played in terms of complexity and volume. Principals are engaged in varying functional areas of the school. They are engaged in community involvement, playing instructional, facilitating, and monitoring roles.

Furthermore, Bhengu, Naicker, and Mthiyane (2014) explained instructional role as the management of teaching and learning, which implies that principals must know about instructional methods and trends, provide informed advice, and communicate priorities for improvement in a class or in school instructional programmes. Dongo (2016) noted that the instructional role of the principal has a direct influence on the realization, improvement, and sustaining of effective teaching and learning. Bellibas (2015) explained the term 'facilitating role' as a role which involves encouraging other educators and building capacity as a means of influencing teaching and learning. Fessehatsion (2017) specified that, in a facilitating role, principals conduct school-based training and professional development programmes, through the way in which they communicate and mobilise the resources intended to promote a smooth process of teaching and learning. The term 'monitoring role' is explained by Gumus and Bellibas (2016) as observation and evaluation of educators' teaching practices in implementing the curriculum.

Findings of this study revealed that most participants (principals) were engaged in expected roles, as noted in the study reviewed, which revealed that the principals play an essential role in managing the curriculum, amounting to an instructional, facilitating, and monitoring role Fessehatsion (2017). The participants responded. P1 said, "*I instruct teachers on what to do in a form of a short meeting*" (instructional role). P2, P3 and P4 agree with P1. P2 noted, "*... I also give instructions of what is to be done*" (instructional role). Furthermore, P3's response was, "*it's good to be an instructor as you just give them instructions as long as instructions are clear...*" (Instructional role). P4 stated, "*I always make sure that what is in the policy is adhered to...*" (Instructional role). All participants were clear about their instructional role as they manage the curriculum. In the communication book when documents were analysed in the school, all participants had records of instructions to teachers on curriculum implementation, stressing important pages to note in the CAPS document. All participants

(principals) were driven by the knowledge-management strategy when managing CAPS, and in the performance of their instructional role as they were guided by the CAPS (curriculum policy document).

Further to this, P2 did not mention the monitoring role as one of the roles he performed when managing the CAPS. P2 noted two roles — instructing and facilitating. P2 responded, “*In meetings I facilitate, I give instructions in briefing meetings and policy meeting.*” On the contrary, P1, P3 and P4 were all able to explain their monitoring role in response to the question asked. P1 said, “*I check the work of teachers whether they are on track in as far as offering curriculum is concerned. I facilitate workshops internally and externally...*” (Monitoring role). P3’s response on the monitoring role was: “*as monitor it is very good to assess the work of other people it is even easy to identify the gaps if ever there are gaps.*” (Monitoring role) This was P4’s response “*... In terms of monitoring, I start by monitoring the work of HODs, their management files and their records of CAPS implementation...*” (Monitoring role). This suggests that in managing the CAPS, P2 is not driven by a skills strategy. He is driven by knowledge- and attitude-management strategies. P2 is lacking in skills strategy. On the contrary, the other participants, P1, P2, and P4, were driven by a skills-management strategy, as they stated that they performed a monitoring strategy.

In addition to the above, all participants were facilitating in their management of the CAPS. This is how they responded. P1 stated, “*I have held official meeting in the form of workshop*” (facilitating role). P2 agreed with P1, “*In meetings I facilitate*” (facilitating role). P3 stated, “*I was once given the role of facilitating CAPS in the cluster schools,*” (facilitating role). P4 added, “*I facilitate workshops internally and externally...*” (Facilitating role). Furthermore, P1 documents revealed that he was facilitating a mentoring programme in which novice and newly appointed teachers were mentored. Most participants were driven by a skills-management strategy, since all principals were facilitating while managing the CAPS. The CAPS document is silent on roles to be performed when managing the CAPS. Principals perform the mentioned roles without referring to any CAPS policy document: they rely on their knowledge of management, experiences, and on their own discretion.

4.2.8 Theme (Environment)

QUESTION 8: “Where do you manage the CAPS?”

P1 “CAPS is managed everywhere, I manage it in the office by collecting teachers’ files and as a manager I go around even though you do not disturb teachers, but you go-around, because you can find out whether the teacher is really teaching or not. I also have control learners since others are dodging classes, for instance we are using the movement of learners’ form class to class to that subject teacher between periods. Whenever they are moving they might hide somewhere, I do use online, we have a WhatsApp group and it is conducive. Though face to face is mostly used even for one on one session.”

P2 “All is possible for me but mainly face to face since I lead people and meet with them every day in the work place, If a person is absent or if there is urgent instruction SMS or phoning is not prohibited though mainly I manage CAPS face to face.”

P3 “My management is face to face because I am working in rural areas, we do not have access with internet even if we must visit we have to go an extra mile, in most cases I manage face to face.”

P4 “I manage CAPS face to face in the office, when I have one on one sessions with teachers and HODS. I also manage CAPS in classrooms during class visits.”

All participants (principals) manage the CAPS face to face, according to the findings of this study. P1 and P4 affirmed that they manage the CAPS in the office (face-to-face environment). P1 stated, “*I manage it in the office by collecting teachers’ files*” (face to face). P4 reasoned the same as P1, responding, “*I manage CAPS face to face in the office*” (face-to-face environment). P1 and P2 manage the CAPS face to face and online. P1 and P2 mentioned that they give instruction and receive certain reports online. P1 said, “*I do use online, we have a WhatsApp group and it is conducive*” and P2 stated that “*if there is urgent instruction SMS or phoning is not prohibited...*” The participants were not aware of the blended environment — no participants referred to such. This indicates that participants are used to a face-to-face environment when managing the CAPS, although some are aware of an online environment which may be used when managing the CAPS. Most participants are driven by knowledge management in the environment, used to manage the curriculum, while some are driven by a skills-management strategy. Few are using an online environment which may be owing to lack of skills in some who do not use such an online environment. The participants are lacking an

attitude strategy which would accompany a blended environment. The blended aspect is personal: it depends on individual appreciation and value for this environment. Literature below leans towards the face-to-face and online environment, since interaction, communication, and socialising are mainly associated with the school environment.

The school environment, according to Chua and Chua (2017), determines the interconnection of educators, learners, content, resources, and processes of teaching and learning. The school environment involves school culture, involvement in activities, acknowledging of the value of creativity, openness to communication, development of creativity and creative thinking, the atmosphere in the classroom, the interrelations of school community members, and functional spaces for teaching and learning Burkhauser (2017). Rajbhandari, Rajbhandari, Loock, and Du Plessis (2017) explained the school organisational climate as an environment in which people, communicate, socialise and promote the well-being of both the school and its employees.

Furthermore, the learning environment, according to Valentine and Prater (2011), is coordinated by the principal through disciplinary procedures, the active engagement of learners in activities, the support for teachers with discipline problems and the controlling of public space. Studies revealed that a learning environment is categorised into face to face, online and blended. The online environment, according to Redmond (2011), enables principals, educators, learners and others to participate in teaching and learning at a time and place convenient to them. Learners and educators are separated geographically, and also by time. The blended environment is an educational programme in which a learner learns at least in part through content instruction being delivered via digital and online media, with some element of learner control over pace and time locality through pre-designed computer-assisted learning lessons (Ramrathan et al., 2017).

Moreover, the CAPS document states no physical environment in which the CAPS should be implemented and managed. According to the CAPS (2011) a physical (face-to-face) environment involves all factors, such as classroom spaces, furniture, classroom displays, class sizes, and infrastructure, which must be considered when meeting learners' diversity needs. This indicates that the CAPS catered for a face-to-face environment, since the CAPS document specified factors such as physical inclusion in meeting learners face to face for teaching and learning. The CAPS is silent about the blended and online environments. CAPS does not cater for skills- and attitude-management strategies in connection with an environment that may be used in implementation and management of the curriculum.

4.2.9 Theme (Time)

QUESTION 9: When do you manage the CAPS? (Which time is most convenient for you?)

A study conducted by Horng, Klasik, and Loeb (2010) on principal's time use and school effectiveness of high school principals was a quantitative study in which 65 principals were observed. The study findings were that time spent on school-management activities are associated with positive school outcomes. It is the responsibility of the school principal to use his or her time and effort to improve the teaching and learning: not just the quantity of instructional time, but also its quality Ellen Goldring et al. (2015). Ellen Goldring et al. (2015) identify that time spent on instruction relates to learner performance. The principal must spend time on specific instructional activities, classroom walk-throughs, teacher coaching, and providing instructional feedback to teachers.

Further to this, a quantitative study conducted by Sebastian, Camburn, and Spillane (2018) on 'time allocation and school principal work' categorised time allocation for teaching and learning as (working hours) contact, extra (additional), and spare time. Findings of the study by Leiva, Montecinos, Ahumada, Campos, and Guerra (2017) revealed that principals' work time is characterised by long hours and diverse tasks mostly spent on building colleagues rather than working alone. Rivkin and Schiman (2015) specified that the benefits of extra instructional time raises learner achievement. Moreover Cattaneo, Oggenfuss, and Wolter (2017) affirm that extra time enables learners with differing abilities to benefit from extra added instructional time.

Moreover, according to (CAPS 2011, P.7) "The allocated time per week may be utilized only for the minimum required NSC subjects as specified and may not be used for any additional subject added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects"? The CAPS (2011) document indicated the FET subjects' time allocation per week as 27, 5 hours, which is divided among all subjects. Languages should receive 4.5 hours; Life Orientation 2 hours; Mathematics 4.5; and three other subjects 12 (3x4 hours). Principals of secondary schools should ensure that time allocation for teaching subjects is in accordance with the CAPS document while managing the curriculum in the school's FET phase. A knowledge-management strategy is relevant and may be used in ensuring instructional time by secondary school principals when managing the curriculum in adhering to the CAPS document. The CAPS document does not specify when

(what time/how many hours) the CAPS curriculum should be managed by principals. The participants had to respond on a question asked on when they manage the CAPS.

P1 “I manage CAPS during working hours, but also during Weekends as we are forced to cover gaps, we manage through online finding out the number of learners attended. The most suitable time is during the working hours.”

P2 “Mainly it is during working Hours, I am always hands-on I teach, I am a subject teacher myself in grade 10, 11 and 12. I also manage after work because a teacher is a teacher for twenty-four hours.”

P3 “I can say during working hours and after work because managing is not an easy task. I must go an extra mile, sometimes I do not get time during working hours if I must go to the Circuit office, so I also manage after hours.”

P4 “I am standing far from school, I may love to manage CAPS during my spare-time, but I cannot due to transport problems. Most of the time I manage CAPS during working hours. I do manage teachers on Holidays and Weekends though it’s not every session.”

Most participants stated that they are comfortable with using their working hours (contact time) in managing the CAPS as they use this time to execute various activities. P1 said, *“I manage CAPS during working hours”* (contact time). P1 stated that he manages the curriculum during extra time. P1 explained, *“During Weekends as we are forced to cover gaps...”* P4 responded the same as P1. He also manages the CAPS during working hours and during extra time. P4 said, *“Most of the time I manage CAPS during working hours...”* (Contact time). P4 further stated, *“I do manage teachers on Holidays and Weekends though it’s not every session”*.

Further to this, P2 asserted that he manages the CAPS during working hours (contact time) and after school (*spare time*) hours. P2 said, *“Mainly it is during working Hours.”* P2 further said, *“I also manage after work”* (spare time). As for P3, her response is the same as P2’s in that she manages the CAPS during working hours and spare time. This was P3’s response, *“I can say during working hours and after work...”* In short, all participants were managing the CAPS during working hours. Participants are therefore driven by the knowledge-management strategy, since they all adhere to working hours stipulated in the policy document. Working during spare time depends on the individual principal as to how much he or she can sacrifice time to cover gaps in managing the curriculum. It suggests that, when principals manage the CAPS during their spare time they are driven by an attitude-management strategy.

It was also revealed that principals are compelled to use their spare time during weekends and school holidays to be at school, managing the teaching and learning. P1 said “... *but also during Weekends as we are forced to cover gaps.*” It was also indicated in the reports that were in the principals’ curriculum management files, the dates, which were during weekends and holidays. The reports were stating learner attendance, teacher attendance, subjects, and content taught. Participants submitted reports on extra classes monitored in their schools during extra time. Participants’ plans for extra classes differed from school to school. In some schools these were mornings (before contact time), afternoons (after working hours), weekends, and holidays. In the school managed by P1, curriculum meetings were held every Tuesday during break time. This indicated that some participants manage the CAPS during their spare time. Such managing of the CAPS during spare time depends on principals’ planning. This category time (spare time) may be associated with a skills-management strategy, planning being a skill.

4.2.10 Theme (Assessment)

Assessment of learning, according to the CAPS (2011) is specified as a continuous process planned for collecting, analysing and interpreting learners’ performance; and to provide feedback to learners after assessment, to enhance the learning experience. Formal assessments are specified in the CAPS document for each subject. There is a schedule of continuous assessment, marks to be allocated, and a final mark that should be recorded for reporting purposes. The CAPS document states the three elements of assessment, policy, and plan and programme. The CAPS assessment guidelines (2017) “*Guidelines to strengthen CAPS implementation FET Band*” are given for each subject in each term. The CAPS document (2017) further specifies, “The ensuing guidelines were developed by subject teams, in consultation with provinces, in order to respond to the challenges raised on Section 4”. In each subject contained, the teams developed guidelines to assist teachers to effectively implement Section 4, focusing on grades 10 and 11 in 2017. The School Based Assessment (SBA) is guided by the CAPS document in all activities which are formal assessment activities. The CAPS document focuses mostly on formal assessment forms, with informal assessment merely mentioned without details given in the CAPS document. Peer assessment is therefore lacking in the CAPS document. The participants had to respond to a question in connection with assessment: How do they (principals) ensure that teachers assess according to CAPS, as they manage the curriculum?

QUESTION 10: How do you ensure that the teachers assess learners in compliance with the CAPS?

P1 *“In informal assessment for CAPS you have to make sure that teachers are giving home works and class works after lessons, weekly and monthly test. Evidence of application is required. Writing venues are prepared before assessment commences, locked doors and clean rooms. Have a safe place to keep papers as we have the Safe, we must train the invigilators and candidates (learners) on irregularities. Learners are to be identifiable, read rules, learners sign. After assessment answer scripts are to be submitted.”*

P2 *“In place there is an assessment plan in school, we know when to do what. We gather for reporting about assessment, evidence of assessment done. For every formal examination there is an examination officer in charge, teachers set papers I submit, and papers are to be moderated and duplicated, invigilators trained. We also ensure that the place where examination is conducted is conducive, clean, no cellphones and subject teachers do not invigilate their subjects. Learners have to sign the register during examination to ensure their presence.”*

P3 *“Between formal and informal it’s better for formal assessment because it is done during the classroom environment where learners sit down and write but for informal assessment it’s really a problem because these learners are not trustworthy ... So informal assessment you cannot rely on it. The activities that I do first is the pre- moderation after that when the teacher is giving the task to the learners it is monitored after marking there is post moderation... I check all learners’ scripts and stamp all of them.”*

P4 *“First and for most there is a comparative time table for assessment, everyone knows the dates of submission for pre- moderation, writing date and post moderation. In terms of submissions we also check the levels of questioning according to the blooms’ taxonomy together with the HODs since they are the ones who are expects in subjects. Assessment tasks should also be in line with CAPS assessment program. The teachers who are expects are also invited to be moderated if there is no HOD who is an expert in the subject. Learners marked scripts are moderated against the memorandum. For external classes I collect papers from Circuit office and memoranda are supplied.”*

The findings of the study revealed that principals were aware of assessment types, all participants mainly being focused on formal assessment and how they ensured its occurrence. Respondents stated some practical activities executed during formal assessment. P1

volunteered: *“After assessment answer scripts are to be submitted”* (formal assessment), while P2 replied, *“For every formal examination there is an examination officer in charge, teachers set papers”* (formal assessment). P3 commented: *“it’s better for formal assessment”* (formal assessment), while P4 indicated: *“everyone knows the dates of submission for pre- moderation, writing date and post moderation.”* All participants know what teachers must assess. They refer to the CAPS document in which all assessment activities of each subject are specified.

Further to this, P1 and P3 pointed to management of formative (informal) assessment in their responses; while P2 and P4 said nothing on formative assessment. P1 stated: *“In informal assessment for CAPS you have to make sure that teachers are giving home works and class works after lessons, weekly...”* (Formative assessment). P3 referred to challenges of formative assessment in her school; she stated: *“for informal assessment it’s really a problem because these learners are not trustworthy”*. P1 and P3 were driven by an attitude-management strategy when managing assessment as learning. Their experience and attitude enabled them to manage formative assessment. Moreover, this study revealed that no participant mentioned peer assessment. Participants were not driven by a skills-management strategy, since peer assessment requires individual skills. Participants could not emphasise peer assessment to educators as they had not referred to it at all. It would seem that principals were not driven by a skills-management strategy in managing the CAPS.

Assessment, according to Ramathan et al. (2017), may either be facilitative or inhibitive to education objectives. Appropriate assessment strategies must be used to attain educational aims. Ramathan et al. (2017) further remarked that assessment strategies to attain educational aims are classified into formative, summative, and peer assessment. Hoadley and Jansen (2015) explained formative assessment as assessment which gives information to learners, helping learners to grow and to make progress. Bennett and Maton (2010) aver that it is the responsibility of school principals to offer professional support intended to assist teachers in understanding and implementing continuous formative and summative assessments; and to help them develop their knowledge and skills. Formal assessment is defined by Ramathan et al. (2017) as assessment that takes place at the end of the learning experience for a purpose outside the learning experience. It usually consists of one main test or examination that is written at the end of the school year. (Li et al., 2016) explained peer assessment as the process in which learners evaluate the performance of peers, which focuses on formative goals, such as promoting student learning.

4.3 Conclusion

This chapter explicated the findings from data generated on principals' use of strategies in managing the CAPS in the secondary schools' FET phase. Analysis of findings and discussions in this study were in accordance with themes and categories rooted in the conceptual framework adopted by the study. All themes deliberated on professional, social, and personal worlds of strategies. The findings of this study imply that the strategies are notable in secondary schools principals in managing the CAPS, driven by rationale, resources, accessibility, goals, content, activities, roles, environment, time, and assessment. In the next chapter the summary, conclusions, and recommendations will be presented.

CHAPTER 5

Summary, Conclusions and Recommendations

5.1 Introduction

The previous chapter focused on data presentation and discussions which were categorised into ten themes that arose from interviews, reflective activity, and document analysis. This chapter presents the findings that were drawn from data generated which was discussed in the previous chapter. The findings are presented as the summary and conclusions, as discussed, utilising the research questions which the study intended to answer: What are the strategies used by secondary school principals in their management of the CAPS in the FET phase at Mahlabathini Circuit? How do secondary school principals use strategies in the CAPS management in the FET phase at Mahlabathini Circuit? Why do secondary school principals use such strategies in management of the CAPS in the FET phase, in particular ways? Thereafter, recommendations based on the findings will be presented and the summary of this chapter will be outlined.

5.2 Study Summary

Chapter 1 introduced the focus of the study ‘to explore the strategies used by secondary school principals in the management of the CAPS in the FET phase at Mahlabathini Circuit’. Furthermore, the chapter discussed various components of the research report, the purpose and significance, the rationale of the researcher, the critical research questions, the literature review, and research methodology underpinning the study.

In Chapter 2 the researcher reviewed literature locally, nationally, and internationally pertaining to various studies on strategies in managing the curriculum (knowledge, skills, and attitude); curriculum dimensions (intended, implemented, and achieved); curriculum models (competency- and performance-based); curriculum theories (objective, process, and pragmatic); and the spider-web conceptual framework (goals, content, assessment, principals’ roles, environment, resources, accessibility, principals’ activities, and time).

Chapter 3 outlined the research design and methodology (qualitative approach) that was used in conducting the study. Data-generation methods included reflective activity, interviews, and document analysis. An interpretivist research paradigm was adopted by the study. A case study research design was applied to four secondary schools in Mahlabathini Circuit. The convenience and purposive sampling used guided the analysis of reasons given. Ethical issues and limitations were outlined.

In Chapter 4, the discussion and findings were presented from generated and analysed data, according to themes arising from curricular concepts. These were guiding questions for semi-structured interviews and reflective activity in uncovering strategies used by secondary school principals in managing the CAPS. Each theme was first explained; and evidence of each participant's verbatim response was quoted. Chapter 5 presents the summary of findings under each curricular concept and level. The recommendations linked to findings presented are outlined, based on critical questions of the study as presented in Chapter One. The findings' summary is presented and organised under ten concepts of the curricular spider-web (which guided the questions of data generated). Data analysis and studies reviewed are outlined.

5.3 Summary of Major Findings

5.3.1 Rationale

Curriculum implementation is categorised into three levels: formal, informal, and personal Khoza (2015c). According to studies reviewed, the rationale for curriculum management is to ensure that it serves a worthwhile purpose and is likely to achieve the intended and desired curriculum in the school. Guidance is provided on various ways of learning, thinking, and acquiring knowledge for the future development of learners' minds and skills Taylor and Richards (2018). Further to this, Bell and Harrison (2018) assert that the rationale for managing the curriculum in schools is the providing of leadership and management in all areas of the school. This will enable the creation and support of conditions under which high quality teaching and learning take place, and which promote the highest possible standards of learner achievement. Studies affirm the dominance of both an informal and personal rationale in the management of the curriculum. Few studies have been made on the formal rationale for managing the curriculum, since studies by Bell and Harrison (2018); Taylor and Richards (2018) revealed that principals do not emphasise the formal rationale of curriculum

management. The literature suggests that a knowledge-management strategy is lacking for the management of CAPS by secondary school principals. This is also in line with what was witnessed from findings of this study.

Findings revealed that informal and personal rationale are dominant rationales in the management of the CAPS as principals replied that they were managing the CAPS for societal reasons and personal reasons. The participants stated that they were responsible for learners' performance. They intended to produce learners who are independent thinkers, and to ensure good working conditions for teachers. Most participants were driven by an attitude- and skills-management strategy. Furthermore, principals' rationale for managing the CAPS is to encourage a skills-management strategy. Principals outlined that they are paid for their posts as heads of the schools. They are willing to serve the community. Principals are mostly driven by an attitude- and skills-management strategy, informal and personal rationale being dominant. However, principals' rationale for managing the CAPS was to address the research question: What are strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?

Furthermore, the CAPS document is silent on the CAPS management rationale (formal, informal, and personal). There is no curriculum policy on curriculum management strategies. Principals decide and think for themselves on strategies used to manage the CAPS. However, the CAPS document is driven by the objectives and content as a performance curriculum, and this requires principals to be driven by a formal rationale in managing the curriculum, so that a knowledge-management strategy will prevail. The CAPS (2011) sets out the content to be taught per term; and there are guiding policies for assessment. Amongst others are: Guidelines to strengthen CAPS implementation (2017), FET Band, Guidelines for responding to learner diversity in the classroom, and National Policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grade R-12, Notice No 36042 (2012) as amended in Notice no 1161 (2015).

5.3.2 Resources

In South African schools, possessing physical (hardware), financial (software), and appropriate ways of using resources (ideological-ware) has become an increasing requirement for schools', teaching and learning, as resources that promote acceptance and participation in equity

education Engelbrecht, Savolainen, Nel, Koskela, and Okkolin (2017). Padayachee (2017) noted that the provision and use of resources in schools should be meaningful and relevant for teaching and learning. Hardware and software resources form the context in which management activities are conducted, as some resources are not used for a specific type of activity, but any activity type of information sharing. Voigt, Hofer, and Schön (2018) stated that resources such as hardware and software available and used in schools are determined by their costs and availability of funds to acquire them. The studies by Padayachee (2017); Voigt et al. (2018) highlight the importance of hardware and software resources in the management of the curriculum. Studies are stressing knowledge- and skills-management strategies in the use of resources when managing the CAPS in schools. Less stress is placed on attitude-management strategy, whereas this is an important strategy for principals when managing the CAPS, as stated by Khoza (2015a).

Findings of this study revealed that principals are mainly using hardware resources in the management of the CAPS. They used the CAPS policy document, toolkit, computers, record books, and curriculum management files (hardware resources) in the management of the CAPS. Hardware resources are dominant in the management of the CAPS by secondary schools of Mahlabathini Circuit. Principals are driven by a knowledge-management strategy in the use of resources when managing the CAPS — they are using hardware resources. Software and ideological-ware resources are less used by principals of schools in the management of the CAPS. Skills- and attitude-management strategies are essential to the management of CAPS. Principals may use all levels of resources such as software and ideological-ware resources when managing the CAPS. The findings address the question: How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit?

Moreover the CAPS (2011) has specified hardware and software resources that may be used in schools' implementation of the curriculum. The CAPS emphasises the use of documents, teachers' guides, and websites, in teaching and learning resources. However, CAPS was silent on catering for ideological-ware as one of the resources required for teaching and learning. The CAPS document favours hardware and software resources. This motivated principals to consider knowledge- and skills-management strategies as resources to be used when managing the CAPS.

5.3.3 Accessibility

Findings from the study uncovered that financial accessibility was the dominant level of accessibility in the management of the curriculum by school principals at three accessibility levels Ellison and Gunstone (2009). These are physical access (distance and travel time to reach school), financial access provided by education authorities, and multi-cultural backgrounds affecting management of teaching and learning. Ellison and Gunstone (2009) asserted the three levels of accessibility: physical, financial, and cultural accessibility. Principals stated that financial accessibility affects their management of the curriculum. Because their schools are 'No Fee' schools, they rely on funds provided by the department. There is no specific time at which these funds are accessible to schools. The findings also revealed that principals were more affected by cultural access in the management of curriculum, since the community they serve values cultural activities more than education. Principals are driven by skills- and attitude-management strategies in ensuring accessibility when managing the curriculum. On the contrary, physical access was less considered, which indicated that principals were less driven by a knowledge-management strategy in the management of the CAPS. The findings are therefore addressing the research question: Why do secondary school principals use strategies in management of the CAPS in the FET phase, in particular ways?

Further to this, accessibility refers to welcoming and accepting all learners in general-education schools, regardless of factors such as physical disability, financial constraints, and cultural background Engelbrecht et al. (2017). Juan and Visser (2017) explain accessibility as inclusion of all diverse learners in the school policies and conditions of school buildings to ensure equity and fair treatment to all learners in accessing education. School managers must consider several factors when managing the curriculum in ensuring accessibility such as a stable school culture, learner demographic characteristics (e.g., gender, race, age), student body characteristics (e.g., socio-economic composition), and contextual factors (e.g., school location, average class size, school facilities, school resources, and community support Burkhauser (2017). Studies promote all strategies (knowledge, skills and attitude) for managing the curriculum. Juan and Visser (2017) have elaborated on ways in which principals should ensure equity and fair accessibility in schools when managing the curriculum.

Furthermore, the CAPS (2011) specified accessibility as support at various school levels which promote equity access to education for all. CAPS did not stipulate the levels of accessibility

that promote equity access to education; however, accessibility in general is catered for by CAPS (2011, P7) as inclusion for all learners: “Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa”. The CAPS (2011, P2), in guidelines for responding to learner diversity in the classroom notes, “In responding to the diversity of learner needs in the classroom, it is imperative to ensure differentiation in curriculum delivery to enable access to learning for all learners. All schools are required to offer the same curriculum to learners while simultaneously ensuring variations in mode of delivery and assessment processes to accommodate all learners”. This indicates that the CAPS is silent on strategies that can ensure accessibility in the management of the CAPS by principals.

5.3.4 Goals

Findings revealed that participants understand goals as they were managing the CAPS in the FET phase. Goals were stated in the schools’ strategic plans in which they were prioritized as Goals One to three, which were to be achieved in a three-year cycle. Aims to be achieved were stated for each goal. Each year aims stated what needed further improvement, best practices which were desired to provide further development in curriculum implementation during the cycle of the strategic plan. Understanding the aims by the secondary school principals indicated that they were driven by an attitude-management strategy. Aims are long-term goals and impacts achieved through what has been learnt and conducted by an individual (personal).

Further to that, principals were clear about objectives in the management of the CAPS. Principals checked objectives formulated by teachers in lesson planning, to find out whether such objectives are relevant, CAPS aligned, measurable, and realistic. They were able to guide novice educators in the formulation of objectives. Principals were also driven by knowledge management – they refer to the CAPS documents in ensuring that the objectives of teaching are relevant when managing the CAPS. Furthermore, participants were understanding outcomes in the management of the CAPS. They were using skills to achieve desired outcomes. This suggests that principals were also driven by a skills-management strategy. Principals were using all possible strategies in developing aims, objectives, and ensuring positive outcomes in the management of the CAPS. These findings addressed the question: Why do secondary

school principals use strategies in the management of the CAPS in the FET phase, in particular ways?

Goals are referred to as the broad statement expressed in terms of aims, objectives, and outcomes which are aligned to curriculum goals, and achieved throughout the educational programme (Glatthorn et al., 2018). According to Hitt and Player (2018), goals involve setting directions by curriculum managers in developing and communicating a vision of the school and engaging in practices that enable the pursuit and achieving of goals. Objectives provide evidence which explains learner learning performance in educational settings, and identifies learner learning status for delivering learning through interactive content providing, and knowledge gained Hwang, Chu, and Yin (2017). A knowledge-management strategy is essential for use by principals when managing the curriculum to guide teachers in the formulation of realistic and achievable goals in teaching lessons. Outcomes are described as learner attainment resulting through engagement in teaching and learning. This is used to express what learners are expected to achieve and how they are expected to demonstrate that achievement Tam (2014). Outcomes may be associated with a skills-management strategy since outcomes may be attained through effective teaching, resulting in managing skills. Moreover, less is stressed by studies on aims. This indicates that there are few studies stressing an attitude-management strategy in managing the curriculum.

The CAPS (2011) has specified outcomes as skills that learners should acquire, general aims of the curriculum, and specific aims as objectives per subject. The CAPS document stated the aims of the curriculum, in the CAPS (2011, P5), “The National Curriculum Statement Grades R-12 aims to produce learners that are able to: identify and solve problems and make decisions using critical and creative thinking, and demonstrate an understanding of the world as a set of related systems”. The CAPS document therefore caters for aims, objectives, and outcomes. Principals may be guided by the CAPS policy document in using knowledge, skills, and attitude strategies when managing the curriculum to ensure that aims, objectives, and outcomes are achieved.

5.3.5 Content

The current study findings revealed that principals were certain about the content taught, that is, they were familiar with content as stipulated by the CAPS for each subject. Principals were driven by a knowledge-management strategy in ensuring that the content taught in schools was CAPS oriented. Participants responded that they are guided by the CAPS document in managing content, thus ensuring that teachers select the content to teach in the CAPS policy document. Principals did not state how did they ensured that the content-delivery method for teaching is relevant when managing the CAPS in schools. Skills- and attitude-management strategies were either less dominant or lacking in the management of the CAPS content by principals. These study findings addressed the question: What strategies are used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?

The CAPS document identified ways in which content must be selected by teachers for their teaching. The CAPS (2011) document explains what teachers must teach and what learners must learn, including concepts and skills which must be acquired by learners. The CAPS (2011) document has stated that teachers can select content to suit learners' needs. The CAPS document guides principals in using a knowledge-management strategy when managing the CAPS content taught by teachers. Therefore the CAPS caters for content knowledge that is to be managed by principals of schools. The CAPS management does not cater for attitude strategies. It does not specify learning theories to be used in disseminating the content.

Principals play an essential role in enhancing best instructional practices through development and maintenance of academic standards. This includes knowledge that learners are expected to learn in each subject and grade Shelton (2011). Cheng (2012) posits that discovering and generating of knowledge through lessons is regarded as content-knowledge creation. Principals should be knowledgeable on content knowledge to be delivered by each teacher in each subject, to ensure relevant CAPS content knowledge delivered to learners. Principals can use a knowledge-management strategy in ensuring content delivered, by referring to the CAPS document for the content to be taught in each subject. Further to that, Dixon et al. (2014) states that using various strategies for content delivery offers different paths to content understanding. Principals must use certain skills in developing educators on content methodology for subjects. Principals can use a skills-management strategy in developing educators on the various strategies for delivering content in subjects. Furthermore, studies based on attitude-management strategies to be used in managing content are either absent or negligible.

5.3.6 Activities

Dhuey and Smith (2018) state that principals interact directly with teaching and learning by monitoring learner-centred, content-centred and teacher-centred activities. Principals' activities involve overseeing the curriculum across the school. They must analyse learner performance through learner-centred activities (continuous assessment tasks, examination, and daily activities); teacher-centred activities by monitoring work of department heads through scrutinising of work schedules and portfolios; ensure that department heads monitor teachers' work, arrange class visits, and provide learner teachers with the support material (LTSM) required Mestry (2017). Bellibas (2015) suggested that principals must supervise teachers, evaluating their performance, assigning them to classrooms, creating teaching schedules, and accounting for learner achievements. Principals would use an attitude-management strategy in monitoring teacher-centred activities, in educators accounting for learner achievements. (May et al., 2012) add that principals' management of learner-centred activities such as analysing learner performance and checking class activities by learners are essential activities. Principals' skills-management strategy is relevant to the management of learner-centred activities: individual skills are required to trace and track learner-centred activities.

Findings revealed that principals focused more on learner-centred activities in managing the CAPS. Principals checked learners' work done in classes (daily activity books), and assessment tasks in management activities executed when managing the CAPS in schools. Principals were driven by skills-management strategies in managing learner-centred activities. They relied on learners' written work and what teachers have achieved in ensuring that the CAPS is implemented accordingly. Further to this, principals were also using a knowledge-management strategy in managing the CAPS activities, in their conducting of class visits, checking of lesson plans, ensuring that relevant teaching strategies were used by teachers. The findings were addressing the question: What strategies are used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?

The CAPS policy document clearly sets out content-centred activities in the form of topics and content in the Annual Teaching Plans for each subject. Learner-centred activities are specified as formal activities in the assessment guidelines for subjects. The CAPS therefore caters for knowledge- and skills-management strategies, content-centred and learner-centred activities being specified in the CAPS (2011).

5.3.7 Roles

The CAPS does not specify any guidelines on roles of CAPS management. The CAPS is silent on the roles that may be executed by principals in the management of the CAPS. The CAPS does not cater for knowledge, skills and attitude strategies for instructional, facilitating, and monitoring roles by principals in managing the CAPS in the FET phase.

Principals' roles directly address practices of teaching and learning. This involves providing instructions to teachers, monitoring and facilitating management of teaching and learning in schools McNeill, Lowenhaupt, and Katsh-Singer (2018). Principals' roles to be executed are classified into instructional, monitoring, and facilitating Glatthorn et al. (2018). Dongo (2016) noted that the instructional role of the principal has a direct influence on the realization, improvement, and sustaining of effective teaching and learning. Principals' instructional roles in managing the curriculum are directly involved in the knowledge-management strategies. Principals must provide instructions to educators on curriculum policy (CAPS) when managing the curriculum, providing knowledge and information through instructions on how CAPS should be implemented.

Further to this, Bellibas (2015) explained the facilitating role as a role which involves the encouraging of other educators, and capacity building, as a means of influencing teaching and learning. Principals' attitudes and valuing of managing the curriculum can influence positively educators' becoming good mediators of their teaching. Therefore the facilitating role may be promoted when principals use attitude-management strategies. In addition to the above, a monitoring role refers to observation and evaluation of educators' teaching practices in implementing the curriculum Gumus and Bellibas (2016). A monitoring role is therefore associated with a skills-management strategy since it requires principals' skills to execute a monitoring role in management of the CAPS. Therefore, literature accommodates all strategies (knowledge, skills, and attitude) in the management of the curriculum, although knowledge management is the most dominant, since more studies focus on instructional roles.

Findings revealed that all participants were executing instructional and facilitating roles in the management of CAPS. Only a few were not executing a monitoring role. All participants were clear about their instructional role: they had records of instructions to teachers on curriculum implementation, stressing important pages to note in the CAPS document. Principals were driven by a knowledge-management strategy when managing the CAPS and in the performance of their instructional role as they were guided by the CAPS document. Further to this, principals

also executed a facilitating role in the management of the CAPS. They were facilitating internal curriculum-implementation workshops, assisting novice educators through mentoring, and ensuring that teachers attended subject workshops held in the Circuit. Principals were also driven by an attitude-management strategy. Few were not using a skills-management strategy as a monitoring role in the CAPS management. This indicates that knowledge- and attitude-management strategies were dominant in the roles executed by principals. This situation addressed the question: How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit?

5.3.8 Environment

Findings revealed that principals were managing the CAPS face to face through one-on-one meetings and departmental meetings which were held in the school, with teachers meeting the principal in the office. The face-to-face was the most used environment for managing the curriculum. The knowledge-management strategy was the dominant strategy used by principals, since face-to-face was the main environment of curriculum management. Furthermore, principals managed the curriculum online through messages. Participants were not aware of the blended environment: no principal referred to the blended environment in managing the CAPS. Principals were lacking in the use of an attitude-management strategy in the environment in which the CAPS was managed, since blended is personal and dependent on individual appreciation. This addressed the question: How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit? Principals were, however, aware of the face-to-face and online environment.

Environment is classified by Redmond (2011) as either face to face, online, or a blended environment. The face-to-face learning environment, according to Valentine and Prater (2011), is coordinated by the principal through disciplinary procedures and active engagement of learners in activities, supporting teachers with discipline problems, and controlling the public space. The face-to-face environment is explained by Redmond (2011) as an environment for an approach which occurs between the teacher and the learners when meeting in the same geographical location for teaching and learning. The face-to-face environment for managing curriculum is possible between principals and teachers when the principal meets teachers face to face in managing the CAPS within the same geographical location and time. Therefore the

face-to-face environment for managing the curriculum is associated with a knowledge-management strategy, since it requires knowledge of what is to be done face to face when a principal meets with his educators.

Further to this, the online environment is an educational platform in which learning occurs at least in part through content instruction being delivered via digital and online media, with some element of learner control over pace and time locality through pre-designed computer-assisted learning lessons (Ramrathan et al., 2017). Managing the curriculum may occur online, when the principal communicates with teachers through digital and online media offering urgent or emergency information, the principal and teachers being separated geographically. Principals' use of an online environment requires ICT skills. Principals can use an online environment in managing the CAPS which is associated with a skills-management strategy. The blended environment was explained by Khoza (2015c) as an environment which blends both the face-to-face and online environments. Few studies have, however, elaborated on the blended environment. An attitude-management strategy which may be used through a blended environment is thus not promoted.

The CAPS (2011) has specified only a physical environment (face to face) as an environment which includes factors such as classroom spaces, infrastructure, furniture arrangement, classroom displays, and large class sizes. The CAPS therefore focuses on a knowledge-management strategy for the environment that may be used for managing teaching and learning. Skills- and attitude-management strategies are lacking in the CAPS document, since online and blended environments are not catered for.

5.3.9 Time

Sebastian et al. (2018) postulate that 'time allocation and school principal work' and classified time allocation for teaching and learning as (working hours) contact, extra (additional), and spare time. Cattaneo et al. (2017) affirm that extra time enables learners with varying abilities to benefit to a large extent from additional instructional time. Mestry (2017) contends that it is the principal's responsibility to protect teaching and learning working hours by limiting possible interruptions of classroom instruction and encouraging teachers to use contact time effectively. Grissom, Loeb, and Mitani (2015) noted that principals must decide how to allocate

additional time in management of their daily curriculum, since principals' time for instructional management activities yields positive learner outcomes.

Findings revealed that principals use working hours, extra hours, and spare time in managing the CAPS. Principals were driven by various strategies in the management of the CAPS — knowledge-, skills- and attitude-management strategies... This addressed the question: “What are strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?”

The CAPS (2011) specified the FET subjects' time allocation per week (27, 5 hours) which is divided among subjects: Languages should be given 4.5 hours, Life Orientation 2 hours, Mathematics 4.5, and three other subjects 12 (3x4 hours). The CAPS therefore caters for working hours in teaching subjects which must be ensured by the principals in the management of curriculum. Contact hours for teaching and learning are in accordance with CAPS, and are not interrupted. Management of contact time by principals is guided by the CAPS document. Managing of working hours is associated with a knowledge-management strategy, since principals require knowledge from the CAPS document on hours which each subject should have for contact time. The CAPS does not cater for additional and spare time in the management of the curriculum. Skills- and attitude-management strategies in managing time are not catered for by the CAPS.

5.3.10 Assessment

Findings revealed that principals were aware of formal assessment as they managed the CAPS. They ensured that formal assessment tasks were conducted in subject question papers, moderating samples of marked scripts. Participants conducted controlled tests each term, ensuring that recording of marks of learners' performance in each subject-specific assessment task occurred. Furthermore, participants were communicating with parents during information days each term to report learners' performance. Participants also had to submit a report each term on learners' performance after each term's formal assessment. A knowledge-management strategy was the dominant strategy used in managing assessment. Principals were guided by the CAPS policy document on assessment tasks to be conducted in each subject. Furthermore, peer assessment was not the dominant assessment form that principals were managing in schools. Principals were lacking in an attitude-management strategy to use when managing

assessments. These findings addressed the question: What strategies are used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?"

Shute and Rahimi (2017) classified assessment into formal (assessment of learning), informal (assessment for learning), and peer assessment (assessment as learning). Shute and Rahimi (2017) continue that formal assessment allows for comparison of learner performance across subjects on clearly defined objectives, providing data that may be used for accountability purposes. Principals' ability to manage all formal assessment tasks when managing the CAPS applies the knowledge-management strategy. The CAPS policy document is the source of information of what to manage in formal assessment. Hoadley and Jansen (2015) explained informal (formative) assessment as assessment which gives information to learners, to help learners grow and to make progress. A skills-management strategy is relevant to be used in the management of informal assessment by principals in schools. Further to this, McNeil (2009) states that assessment as learning does not compare one student with another: criteria of evaluation achievements are known to all, and is helpful to highlight the criteria through examples and modelling.

The CAPS (2011) specified formal assessment (assessment of learning) tasks and a schedule that each subject should cover in each grade. Further to this, the CAPS document outlined various formal assessment tasks to be conducted in each subject. The CAPS (2011) document mentioned that assessment should be both informal (assessment for learning) and formal (assessment of learning), although there is not much stipulated under informal assessment. The CAPS does not cater for peer assessment, lacking guidance on this assessment type. The CAPS therefore caters for knowledge- and skills -management strategies in management of assessment; attitude-management strategy in managing assessment is not catered for by the CAPS.

5.4 Recommendations

5.4.1 Recommendation 1 (Rationale)

Findings revealed that principals were lacking a professional rationale in managing CAPS, because they did not rely to curriculum management policies as they were managing CAPS. Principals are not drawing from knowledge management strategy when managing the

curriculum. As a result, this study recommends that principals should further their studies on curriculum management as their continuous professional development so that they become more knowledgeable. Further to this, it was outlined from the findings that CAPS was silent on which rationale should drive principals in managing the curriculum (CAPS). This study further recommends that the department of basic education should amend the CAPS document to include the rationale (professional, personal, and social) that drives management of the CAPS.

5.4.2 Recommendation 2 (Resources)

The study finding revealed that software and ideological-ware are lacking in schools when principals are managing the CAPS. Principals do not have access to Internet, computer-application software, emails, learning-management systems, inter alia, nor theories on managing the curriculum. Thus, this study put forward the recommendation that principals become skilled in Information Communication Technology (ICT) in managing the curriculum in schools so that they may draw from a skills-management strategy in managing the CAPS. The necessary skills for ICT will promote a positive attitude for principals in using an attitude-management strategy when managing the CAPS, as they should then have the necessary theories on managing resources (ideological-ware). The CAPS (2011) does not mention any theories (ideological-ware resources) which may be used to manage the CAPS. Thus, this study recommends the inclusion of management theories or styles in the CAPS document so that principals may be driven by an attitude-management strategy.

5.4.3 Recommendation 3 (Accessibility)

The study revealed that participants lacked physical accessibility when managing the CAPS because they were not aware that they could apply for learner transport, and build cottages for teachers so that learners and teachers can easily reach school. This leads to a recommendation of workshops' attendance by principals so that they may become knowledgeable on ways of providing transport for learners who travel long distances. Such measures will promote physical accessibility which will positively impact the use of a knowledge-management strategy in ensuring physical accessibility. In addition, the CAPS document should include all

accessibility levels (physical, financial, and cultural) when reviewed by the Department of Education. Principals may therefore draw knowledge from the CAPS document in ensuring accessibility of learners and teachers in schools when managing the curriculum. Inclusion of accessibility levels by the CAPS document could lead to the use of a knowledge-management strategy by principals.

5.4.4 Recommendation 4 (Content)

The findings of the study revealed that principals were not driven by a skills-management strategy in ensuring a content-method delivery when managing the CAPS. Principals did not focus on how content is delivered by educators. Principals were lacking a skills-management strategy as they did not equip teachers on differentiated-content-method strategies. Thus, the study recommends that principals develop teachers on content-methodology delivery when managing the CAPS, by organising content-method delivery strategies workshops, and by motivating educators to further their studies on teaching strategies. Further to this, the CAPS (2011) does not specify learning theories for the CAPS management. Therefore, the study recommends inclusion of learning theories in the CAPS document so that principals may draw from the policy document on the use of an attitude-management strategy.

5.4.5 Recommendation 5 (Environment)

The study findings have outlined that principals lack the use of an attitude-management strategy as they were managing the CAPS, lacking understanding of the blended environment in the CAPS management. Principals were not aware that using both face to face and online in the management of CAPS is a blended environment. Thus, the study recommends the development workshops for principals to motivate them in ensuring the use of all environment levels (especially blended) in the management of the CAPS. Further to this, the CAPS document does not include either an online or a blended environment, which could guide principals in managing the CAPS. Therefore, the study recommends the inclusion of both online and blended environments so that principals may be driven by all strategies in the CAPS management, especially the attitude-management strategy.

5.4.6 Recommendation 6 (Assessment)

The findings of this study revealed that principals were not emphasising peer assessment as they were managing CAPS. They had never assisted teachers in highlighting the criteria, examples, and modelling of how peer assessment may be promoted in assessing learners. Principals were not driven by a skills-management strategy in managing the CAPS. Thus, this study recommends that principals should further their studies on assessment strategies so as to be able to manage all assessment levels, especially peer assessment when managing the CAPS. Furthermore, the study has outlined that the CAPS is silent when it comes to peer assessment in the policy document. The study therefore recommends the inclusion of peer assessment in the next review of the CAPS policy so that principals' attitude-management strategy may be drawn from the CAPS policy.

5.5 Conclusion

The purpose of the study was to understand strategies used by secondary schools' principals in managing the CAPS in the FET phase.

The research questions asked in formulating the objectives were:

1. What are strategies used by secondary school principals in management of the CAPS in the FET phase at Mahlabathini Circuit?
2. How do secondary school principals use strategies in management of the CAPS in the FET phase at Mahlabathini Circuit?
3. Why do secondary school principals use such strategies in management of the CAPS in the FET phase ways, in particular ways?

In this chapter, a summary of the findings drawn from data presented in the previous chapter (Chapter 4) has been outlined, and recommendations of the study stated. The study's main focus was on exploring strategies used by secondary schools principals in managing the Curriculum and Assessment Policy Statement (CAPS), in the Further Education and Training (FET) phase. The study cannot be generalised to the larger education community, hence the

study was limited to the small sample size (four secondary-school principals in Mahlabathini).
As a result, a gap exists in the management of the CAPS.

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ANNEXURES

Annexure A: turnitin report

Feedback Studio - Google Chrome
ev.turnitin.com/app/carta/en_us/?o=1049439240&s=1&u=1054754957&lang=en_us

feedback studio Ntombibhekiwe Nhlanzi | Exploring strategies used by secondary school principals in managing CAPS, FET p. /0

CHAPTER 1
The Overview, Context and Objectives

1.1 Introduction

Strategies of managing curriculum in secondary schools have increasingly recognised as domains that can improve curriculum management, impacted by positive learners' performance in the 21st Century Glatthorn, Jailall, and Jailall (2016). A focus of knowledge, skills and attitude management strategies is pivotal to be used by secondary school principals Saim and Idris (2017). Curriculum management is concerned with all activities related to specific ways in which the curriculum leader can supervise both instructional processes and the selection and use of materials in the supported and taught curriculum Glatthorn, Boschce, Whitehead, and Boschce (2018)

This has led to the effort to study and gain deeper understanding of strategies used by secondary

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Annexure B: Gate keeper's letter



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: CMC Coordinator

Tel: 035 873 7000

Ref: NC Nhlanzi

Ms NC Nhlanzi
University of KwaZulu-Natal
School of Humanities
Edgewood Campus

Dear Madam

PERMISSION TO CONDUCT RESEARCH IN THE MAHLABATHINI CMC INSTITUTIONS

Your application to conduct research entitled: **“Principals’ strategies in the management of Curriculum and Assessment policy Statement (CAPS) in Further Education and Training (FET) phase, at Mahlabathini Circuit secondary schools.”**, is hereby approved.

The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that educators and learning programme are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators and institutions are not identifiable in any way from the results of the research.
5. Your research and interviews will be limited to the schools you have proposed and approved. Please note that principals, educators and Departmental officials are under no obligation to participate or assist you in your investigation.

Should you wish to extend the period of your investigation at the schools please contact this office. Please note that your research will be limited to schools and institutions in KwaZulu-Natal Department of Education, Mahlabathini CMC.

ND MAVUSO
CMC-CO-ORDINATOR
Date: 01 July 2017



KWAZULU-NATAL DEPARTMENT OF EDUCATION
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...Together moving South Africa forward through
quality education and skills development

Annexure C: Ethical Clearance



21 August 2017

Ms Ntonbilhakiwe Clarissa Nhlanzl 207529280
School of Education
Edgewood Campus

Dear Ms Nhlanzl

Protocol reference number: HSS/1195/017M

Project title: Exploring Principals' strategies in the Management of Curriculum and Assessment Policy Statement (CAPS) in Further Education and Training (FET) Phase, at Mahlabathini Circuit Secondary schools

Full Approval – Expedited Application

In response to your application received 24 July 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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 Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Cedric Mpungase
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenika Singh (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 266 3687/63504687 Facsimile: +27 (0) 31 200 4609 Email: shsingh@ukzn.ac.za / srmwong@ukzn.ac.za / mpungo@ukzn.ac.za

Website: www.ukzn.ac.za



Parenting Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Annexure D: Consent letter



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

Dear Participant

INFORMED CONSENT LETTER

I am Ntombibhekiwe Cla1issa Nhlanzi, studying Masters of Education (Curriculum studies) at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in Exploring Principals' strategies in the Management of curriculum and assessment policy statement (CAPS) in Further Education and Training (FET) phase, at Mahlabathini Circuit Secondary schools. The schools are Ekudubekeni, Imbilane, Nomzimana, and Nsikayendlu Therefore, I intend to explore at the above mentioned schools.

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 45 to 60 minutes, relevant documents will be analysed, and the reflective activity will be sent to you via e-mail.
- Any information given by you cannot be used against you, and the generated data will be used for purposes of this research only.
- There will be no limit on any benefit that you may receive as part of your 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 penalised for taking such an action.
- You are free to withdraw from the research at any time without any negative or undesirable consequences to yourself;

- Real names of the participants will not be used, but symbols such as A, B, C, D, and E will be used to represent your full name;
- 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		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: 213527952@stu.ukzn.ac.za

Cell: +27604250382

My supervisor is Mr. CB Mpungose who is located at the University of Kwazulu Natal

School of Education and Curriculum studies

Contact details: mpungosec@ukzn.ac.za Phone number +2731 260 3671

Discipline Co-ordinator is Dr. Carol Bertram,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) (033) 260 5349, Email: BertramC@ukzn.ac.za

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

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

.....

.....

Annexure E: Editors' letter



Proofreading Services

Lydia Weight
NTSD English Specialist
SACE No: 11135129

E-mail: lydiaweight@gmail.com

Pinpoint Proofreading Services

40 Ridge Rd

Kloof

Durban

3610

14 December 2018

To whom it may concern

This is to certify that I, Lydia Weight, have proofread the document titled: Exploring principals' strategies in the management of the Curriculum and Assessment Policy Statement (CAPS) in the Further Education and Training (FET) phase at Mahlabathini Circuit secondary schools, by Ntombibhekiwe Clarissa Nhlanzi. I have made all the necessary corrections. The documents are therefore ready for presentation to the destined authority.

Yours faithfully

L. Weiguo

L. Weight

Annexure F: Reflective activity

Reflective activity

1. Why are you serving as a curriculum manager? -----

2. What school Curriculum goals have you developed as a principal? -----

3. What are strategies you currently use as the principal in managing CAPS? -----

4 How do you devise strategies you use in managing CAPS?-----

5. What are the reasons for managing CAPS?-----

6. How do you ensure that content taught is CAPS aligned, relevant and that there are no content gaps? -----

7 How do you develop teachers in performing their roles?-----

8 How do you monitor teachers' activities in implementing curriculum? -----

9 How are you involved in assessment (informal and formal) at the school as the principal? -----

10. How do you acquire and manage required resources in your school? (Resources that impact positively in CAPS implementation -----

Annexure H: Interview schedule

<i>Exploring principals' strategies in the management of CAPS, FET phase at Mahlabathini Circuit, Secondary Schools.</i>	
Question 1	Why are you managing CAPS? / Why do you have interest in CAPS management?
Sub-questions	<ul style="list-style-type: none"> ▪ What informal rationale that made you to manage CAPS? ▪ What formal rationale that made you manage CAPS? ▪ What personal reason made you to manage CAPS?
Question 2	What resources do you have and use in managing CAPS?
Sub-questions	<ul style="list-style-type: none"> ▪ What software resources do you use in managing CAPS? ▪ What hardware resources do you use when managing CAPS? ▪ Do you use Ideological-ware in the management of CAPS?
Question 3	How do you ensure accessibility to all learners and teachers in the school you serve?
Sub-questions	<ul style="list-style-type: none"> ▪ Are there any cost (financial) implication in learner access to education? ▪ How do you ensue physical accessibility to all learners? ▪ Is there any cultural influence in accessibility?

Question 4	How do you ensure justice in managing CAPS, concerning aims, objective and outcomes?
Sub-questions	<ul style="list-style-type: none"> ▪ What are your aims of managing CAPS? ▪ How do you ensure that objectives of teaching CAPS are achievable? ▪ What are teachers' intentions in CAPS implementation?

Question 5	How do you ensure the content taught is CAPS content?
Sub-questions	<ul style="list-style-type: none"> ▪ How do you manage content teaching pace? ▪ How do you manage content topics in teaching for CAPS?

Question 6	What are your activities as the principal in managing CAPS?
Sub- questions	<ul style="list-style-type: none"> ▪ What management activities engage learners? ▪ What management activities engage teachers? ▪ What management activities focus on content delivered?

Question 7	How do you perceive your roles as the curriculum manager?
Sub-questions	<ul style="list-style-type: none"> ▪ Does your roles involve instructional, monitoring and facilitating role? ▪ Which role is among the mentioned roles is most effective for you, and why?

Question 8	Where do you manage CAPS? (Location or environment)
Sub-questions	<ul style="list-style-type: none"> ▪ Is online platform conducive for you in managing CAPS? ▪ How is face to face management platform? ▪ Is blended management environment possible for you in managing CAPS?

Question 9	When do you manage CAPS (Time)?
Sub-questions	<p>Which time is most suitable for you to manage CAPS? :</p> <ul style="list-style-type: none"> ➤ Spare time ➤ Working hours ➤ After work

Question 10	How do you ensure that assessment is in accordance with CAPS requirement?
Sub - sections	<ul style="list-style-type: none"> ▪ What activities do you do to ensure assessment for learning? ▪ What activities do you do as a manager before, during and after assessment of learning?

Annexure G: Document analysis schedule

CONCEPT ANALYSED	LEVELS	ANALYSIS FINDINGS
Goals	Aims	
	Objectives	
	Outcomes	
Rationale	Personal	
	Formal	
	Informal	
Resources	Hard-Ware	
	Soft-Ware	
	Ideological-Ware	

Principals' Activity	Content-centred	
	Learner-centred	
	Teacher-centred	
Principals' Roles	Instructional	
	Monitoring	
	Facilitating role	
Environment	Face to face	
	Online	
	Blended	

Time	Contact time (Working Hours)	
	Spare time	
	Extra time	
Accessibility	Physical	
	Cultural	
	Financial	
Content	Content	
	Content delivery Methodology	

Assessment	Formal	
	Informal	
	Peer	