Contextual intelligence
for leading and managing curriculum change in primary schools

by

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DECLARATION

I, Veronica Mahari, declare that the thesis, which I hereby submit for the degree Philosophiae Doctor in Education Management and Policy Studies at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
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- Registered title, and
- Data storage requirements.

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ii

DEDICATION

This research is dedicated to my late parents Martha Lingiwe Mamombe and Geofrey Takapera Mamombe for their sacrifices for me to reach this far.

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To whom it may concern

This is to certify that I, Alexa Kirsten Barnby, an English editor accredited by the South African Translators' Institute, have edited the doctoral thesis titled "School principals' use of contextual intelligence in leading and managing curriculum change" by Veronica Mahari.

The onus is on the author, however, to make the changes and address the comments made.

v

ABSTRACT

South Africa has gone through a myriad of curriculum changes to correct the imbalances brought about by apartheid education policies. The global changes in politics, economy, the green environment and advances in technology have made a huge impact on the effective implementation of curriculum change. Principals working in this dynamic environment need to study the internal and external context in which they are operating in order to adapt to the new situation. This study sought to examine school principals' use of contextual intelligence in leading and managing curriculum change. The study is underpinned by the interpretivist worldview and a qualitative case study approach was followed in collecting data. The sample consisted of principals, deputy principals and heads of departments from six Tshwane East schools. The schools involved were three township schools and three former model C schools from Tshwane East. The schools were purposively selected to improve the credibility and transferability of the findings, and 30 participants were involved in the study. For triangulation purposes data were collected using semi-structured face-to-face and focus group interviews and document analysis. Data were analysed using inductive thematic analysis and the findings were analysed using a contextual intelligence leadership construct. The findings reveal that principals are aware of the contextual factors that influence curriculum implementation. However most principals are not making use of contextual intelligence to deal with the challenges in their contexts. The study recommends training for principals on how they can use contextual intelligence in leading and managing curriculum change. There is a clear need to involve all stakeholders in the formulation and implementation of curriculum change.

LIST OF ABBREVIATIONS

ATP	Annual teaching plans
CAPS	Curriculum and Assessment Policy Statement
HODs	Heads of Department
ICT	Information and communications technology
IMF	International Monetary Fund
OBE	Outcomes-based education
NGO	Non-governmental organisation
RNCS	Revised National Curriculum Statement
UNESCO	United Nations Educational, Scientific and Cultural Organization

LIST OF FIGURES AND TABLES

Figures

Tables

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

1.1 Introduction and background

In any organisation, context, community or ecological system, leadership is perceived as a fundamental concept that ascertains the functionality of the whole system (Moylan, 2015). Leadership is viewed as the ability to influence others towards attaining a desired goal and making them feel empowered in the process (Hanson, 2017). Likewise, Bradberry (2015) describes leadership as a social mechanism that influences other individuals and their efforts to achieve goals. From a slightly different angle, Hoey (2017) views leaders as individuals who build their team, and mentor and nurture their talent to attain desired goals. The definitions suggest that a leader should influence others towards a shared vision, promote team work, motivate others and build a positive climate. Leaders should encourage collaboration by involving all stakeholders in setting organisational goals and working towards achieving the goals. This is supported by Marishane (2020) who argues that collaborating with all stakeholders promotes team work and creates a sense of ownership between the interested parties. Within a school setting the leader is described as an individual responsible for the daily instructional leadership and managerial operations. Among other leaders (heads of departments, vice principals, subject coordinators, senior teachers), the school principal is regarded as central and holding the highest position in the hierarchy of leadership within a school system. Davis (2019) describes management as comprising five major functions, which are, planning, directing, organising, recruiting and controlling. One of the important roles of a leader is managing change. In this study, the researcher describes the principal as an individual who has the ability to influence and empower others towards attainment of goals and managing curriculum change.

Curriculum change is one key leadership function that principals are automatically assumed to manage within a school community (Maponya, 2015). This is because the curriculum constantly changes since it is responsive to economic, political, technological and the green environment. In schools, one of the main changes that occur is curriculum change. According to The National Academic Press (2019) curriculum change is a process that involves planning, selecting content and methods, implementation, and

evaluation. Principals are the key agents of the implementation of the curriculum change since it is done at school level. The main duty of the principal in leading and managing curriculum change is highlighted in various ways by a number of scholars. Adamson and Siu-Yin (2008) highlights the significance of the leader in curriculum change by arguing that change cannot be implemented without the management and supervisory function of a principal. Maimela (2015), on the other hand, argues that school management has the huge task making sure that the curriculum meets the global goals of proving quality education and producing empowered lifelong learners that will be well rounded and responsible future global citizens. Because the school principal occupies the uppermost position in the hierarchy of leadership within the school system, it makes sense that the principal plays a dual role of leading others as well as managing the curriculum (Crossley, 2016). The Policy on the South African Standards for School Principals (Department of Basic Education, 2016a), describes the five main roles of principals as being strategic leadership, executive leadership, instructional leadership, cultural leadership and organisational leadership. The principal, therefore, has the daunting responsibility of managing and leading change in the school.

Leading and managing curriculum change requires contextual intelligence which Khanna (2014) defines as the capacity to comprehend ones weaknesses, and to adjust to a new situation and by adapting one's knowledge to the new situation. Wadi (2015) states that contextual intelligence involves the ability to distinguish and identify contextual factors important in a circumstance or event and then amend behaviour in order to reshape the context. In this study, the researcher defines contextual intelligence as the ability to adapt to a new situation and identify contextual factors that enable successful change. Bredeson, Klah and Johansson (2011) argue that, despite schools being considered as 'stable' organisations, they are not exempt from the constant pressure of internal and external forces of change and they are expected to respond to these changes, including curriculum change. This essentially entails that principals have critical skills and sound knowledge of the school community as a context in which curriculum change will take effect (Rajbhandari, 2013). Understanding the school context may thus benefit principals in efficiently managing and leading curriculum change implementation with the support of other related professionals within a school system such as teachers, head of departments, vice principals, students, parents and other stakeholders (Maimela, 2015). It is the assertion of the researcher that, although principals play a leading role in leading and managing schools, they do not work in isolation from the context of change in which

the curriculum evolves, and they are thus required to positively work together with other role players in their specific school context.

Leithwood (2008) indicates that globally, literature on the use of contextual intelligence in leading and managing curriculum change is limited in scope and exploration as the focus of the study has been on the connection between contextual intelligence and leadership, rather than its specific application. The literature review discussed in this study supports that limited research has been carried out on the usage of contextual intelligence in leading and managing curriculum change (Leithwood, 2008). Hence, the study aims to expand the limited knowledge base through exploring school principals' use of contextual intelligence in leading and managing curriculum change in South Africa.

The South African school context is perceived as a diverse context that has experienced myriad changes over the past decades. Adu and Ngibe (2016) point out that the effects of pre and post-apartheid changes within the South African education system continuously called for changes meant to redress previous social, racial and economic imbalances within the curriculum. Kutz and Wade (2013) indicate that school principals require the contextual intelligence skill of identifying factors that will enable success in implementing curriculum change.

Changes in curriculum policy are necessary as schools must be responsive in addressing the imbalances caused by apartheid within the South African context. Responding to these changes requires a dynamic leader who adapts to the context and reshapes it for the future (Kutz, 2008). Marishane (2014) summarises the changes of the school curriculum within the South African context using the diagram shown in Figure 1.1 below.
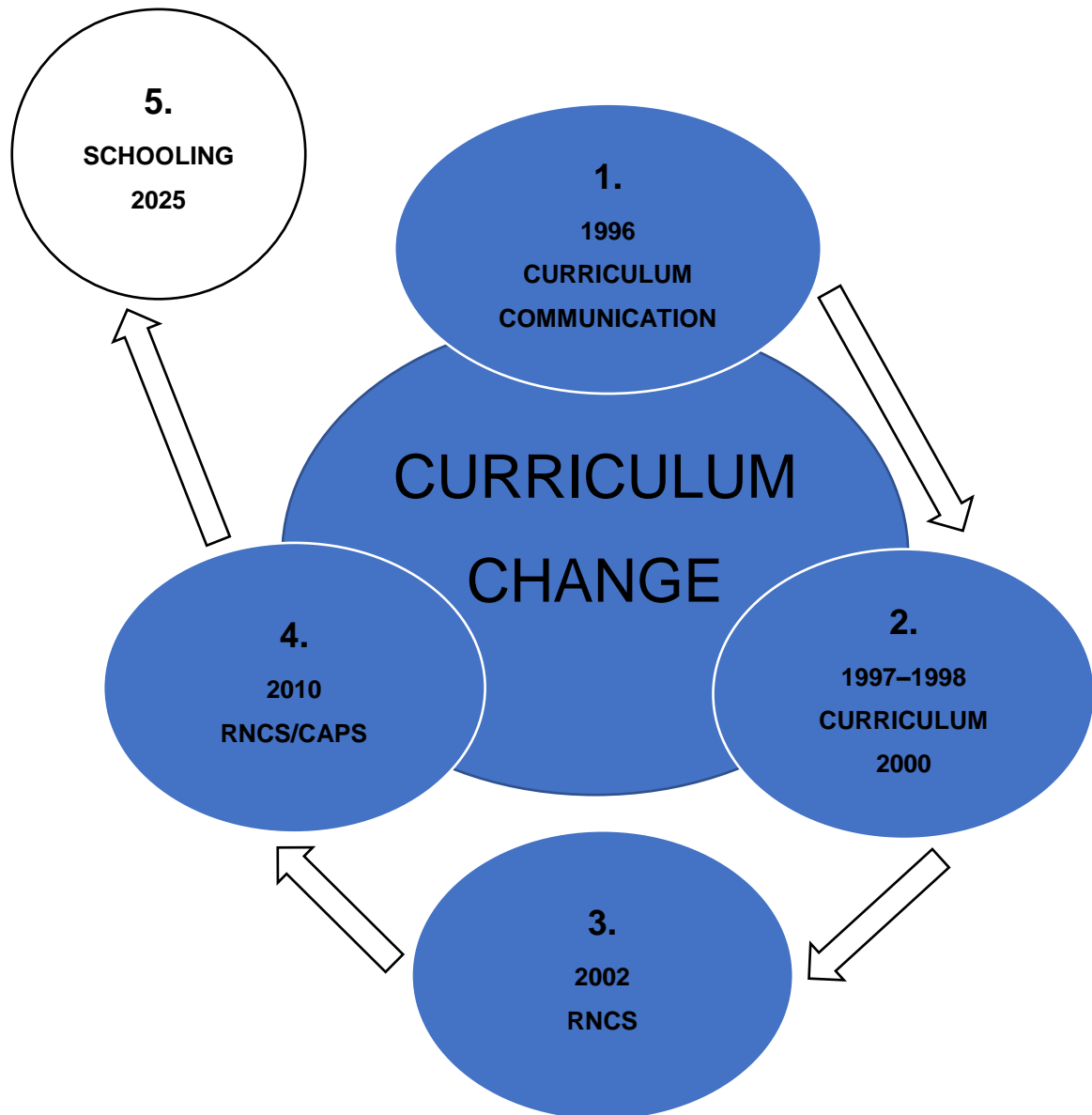
Figure 1.1: *Curriculum change in South Africa since 1996 (Marishane 2014)*

Stage 1: The unification of national curriculum

Stage 2: Outcomes-Based Education (OBE)

Stage 3: Revised National Curriculum Statement (RNCS) in 2002 (South Africa 2002)

Stage 4: Curriculum and Assessment Policy Statement (CAPS) currently in use

Stage 5: Schooling 2025

Figure 1.1 depicts several changes which have been introduced in the South African countrywide curriculum since 1994. The first stage of the curriculum was the unification of the national curriculum. This stage was meant to unify the fragmented education system which existed and to address the inequalities in access to education, teacher allocation, allocation of financial and material resources (Vusi & Biyase, 2016). Stage 2 was the introduction of Outcomes-Based Education (OBE) in 2005. By integrating content, skills and performance, the OBE was seen as the way to promote a more appropriate and high-quality education system. The OBE system aimed at promoting learner-centred teaching and learning with emphasis on outcomes. In theory, this was a high quality education, but its implementation faced difficulties such as lack of information by the implementers and shortage of resources; consequently another change was introduced. The third stage of curriculum change in post-apartheid South Africa was the introduction of the Revised National Curriculum Statement (RNCS) in 2002 which had simpler language, together with revised content, assessment and learner outcomes. It was hoped that the policy would be simpler, but instead the RNCS policy brought about challenges such as continuation of the disparities between schools and this led to the fourth stage of change which was the introduction of the Curriculum and Assessment Statement Policy (CAPS).The main aim of the CAPS policy statement is to reduce the administrative burden on teachers and ensure consistency and guidance for the teachers. The teaching and learning has clear goals and focus of content areas and weighting. However, CAPS has its own challenges such as work overload because of too many assessments.

Scholars have pointed out the many factors that have affected the rapid pace of change such as financial pressures, cultural factors, government policies and global trends (Zammit, Sinclair, Cole, Singh, Costley, Brown & Rushton, 2007). Rudhumbu (2015) adds that factors such as resources, professional support, cultural, political and technological factors also affect curriculum change. The swift changes in knowledge, information technology and world-wide links also impacts the South African school context and need to be tackled. The changing nature of context requires constant curriculum review and updates. Maimela (2015) argues that, as a consequence, teachers are overloaded with dealing with the modifications of the ever-evolving curriculum as well as teaching responsibilities. It is therefore crucial that school principals have support with obtaining the skills that can help them deal with the evolving environment, and it is imperative that school principals acquire contextual intelligence in order to comprehensively understand the context in which they operate.

5

The school exists in an evolving and dynamic environment; this can become a barrier for school principals to attain the desired goals of leading and managing curriculum change (Rudhumbu, 2015). Grubay, Moffaty and Zobelz (2004) argue that, currently, changes to the curriculum are introduced piecemeally without profound comprehension of context. This causes problems in implementing the constant changes. It would help principals to have a strong understanding of their context in order for them to lead and manage change. This is particularly important because, as Pont, Nusche and Moorman (2008) argue, school leadership has an important role to play in improving end results by impacting the motivation and capabilities of educators as well as school internal climate and environment. Principals have the critical role of influencing teachers, parents and students to adapt to change in the environment in addition to adapting to it themselves. It is against this background that the study targeted to examine the use of contextual intelligence by school principals in leading and managing curriculum change.

1.2 Problem statement

The modifications in the South African school curriculum have given rise to policy overload and low morale among teachers, principals and senior education officers (Maimela, 2015). Moodley (2013) indicates that curriculum changes introduced in the education framework of South Africa have brought about apprehension and distress among teachers and principals. Teachers are in distress because of change fatigue in particular, and principals are perceived to be overloaded with curriculum policy changes that ignore ethos, which makes it difficult for the school principals to initiate change or communicate within the school hierarchy (Ndou, 2009). The resistance by teachers and principals is a result of failure to understand context (Maimela 2015). Therefore it is of critical importance for principals to comprehend context when leading and managing change. The Wallace Foundation (2013) suggests that teachers understand change better when the principal understands the context. This suggests that principals need to familiarise themselves with the change policy for them to have an impact on teachers and other stakeholders towards the change vision. Principals operate in diverse contexts and therefore need to understand their context and utilise the strengths in their contexts to attain effective change. This is supported by Rudhumbu (2015) who points out that many principals face contextual barriers in implementing change as their contexts differ widely. It is therefore imperative that principals as leaders study their context and align the change with the school vision. They should be able to identify factors that will enable

successful implementation of change in their schools. However, there seems to be a gap in such skills. This study sought to examine how principals use contextual intelligence to manage curriculum change at their schools as a way of addressing this gap.

1.3   Rationale of the study

The South African post-apartheid education system is going through a number of changes meant to redress previous social, racial and economic imbalances and to enhance every learner's academic achievement. Although Mongon and Chapman (2008) argue that change is inevitable, whether it is individual or organisational change, if it is not properly managed, it is potentially overwhelming and challenging. This is apparent in the South African context as changes have been effected to redress the social and economic imbalances which were created by the apartheid system. However the changes have resulted in work overload by teachers and principals leading to distress.

Moodley (2013) points out that some of the challenges brought about by the introduction of Curriculum Assessment Policy Statement (CAPS) include shortage of human, material and financial resources. Similarly, Murray (2012) points out that the CAPS language policy brought about financial and technological challenges in schools. Dealing with these challenges requires a leader who understands context and is able to use past and present experience to successfully implement change. Koh (2012) suggests that, other than just comprehending new policy, principals tend to deal with change better when they understand the context. Therefore, it is imperative for principals to diagnose the context in which they operate.

Curriculum change is seemingly influenced by many factors such as financial resources, culture, politics, funding and technology. Therefore, in reviewing the curriculum changes in South Africa, it is necessary to look at context and how it influences the change management process (Maimela, 2015).Research output from South Africa indicates that minimum attention has been given to context in change management. Few studies to date have been dedicated to understanding the use of contextual intelligence by principals in leading and managing curriculum change (Morowane 2019). The study sought to help fill this gap by examining how principals use contextual intelligence in leading and managing curriculum change in schools.

1.4   Research purpose

The objective of this research study was to examine how school principals use contextual intelligence in leading and managing the implementation of curriculum change. The assumption underlying this purpose is that knowledge gained from past and present experiences in curriculum change is critical in understanding the current situation and shaping future management and leadership practices.

1.5   Significance of the study

Exploring contextual intelligence is fairly new in education (Adamson and Yin 2008), and it is anticipated that the study will enhance the existing foundation of knowledge on contextual intelligence (Wadi, 2015). In addition, the study will also serve as a practical resource and platform for principals to share and learn from each other experiences during the data generation process as they engage with each other as research participants. The study will provide new knowledge about the use contextual intelligence in leading and managing change. The study will further contribute to new knowledge on the theories of contextual intelligence by coming up with a contextual intelligence construct and through the exploration and improvement of existing knowledge. The recommendations from the study will influence policy formulation and implementation on matters of curriculum change. In addition, the research results will also potentially serve as a source of reference by principals when leading and managing change.

1.6   Research questions

The research was directed by one primary research question and five secondary research questions.

Primary Research Question:

How can school principals use contextual intelligence in leading and managing the implementation of curriculum change?

Secondary research questions:

- What contextual factors influence the leadership and management of curriculum change?

- To what extent do the principals' views regarding why the identified contextual factors influence their role and responsibility in the implementation of curriculum changes?
- How do school principals respond to contextual factors, which influence curriculum change in their schools?
- What challenges do principals experience in leading and managing curriculum change?
- Which context-specific model can be suggested for dealing with the changing curriculum?

1.7 Brief Literature Review

1.7.1 Factors influencing curriculum change

Rudhumbu (2015) views curriculum change as the process of improving the existing curriculum. Similarly, Mellegard & Pettersen (2016) view curriculum change as a shift from an existing situation and Ndou (2008) uses the term curriculum change instead of innovation. Zammit, Sinclair, Cole, Singh, Costley, Brown, and Rushton (2007) argue that curriculum change is helpful in assessing the future needs of the prevailing curriculum together with the objective of providing possible solutions to challenges. Within the background of this research, curriculum change refers to making modifications to and reshaping the existing curriculum.

Although curriculum change is implemented by school management and the whole school community, the main champion and custodian of change is the school principal (Tshiredo, 2013). Steyn, Steyn and DeWaal (2001) point out that, with the 1996 South African policy which opted for the decentralisation of decision-making in schools in South Africa, principals have been empowered to be the core leaders and main agents of change. This is to be expected since, as Gunter (2016) argues, leadership is a key catalyst in managing change, and as Belias and Koustelios (2014) argue more specifically, curriculum change cannot be implemented without the managerial and supervisory role of the principal of the school. This emphasises the critical role that school principal's play in leading and managing curriculum change to enhance the quality of education.

Studies conducted on curriculum change have focused on the contextual factors that affect curriculum change. Bredeson, Klar and Johansson (2008) conducted a cross-

national study in United States of America and Sweden. They states that principals were usually poorly prepared to deal with internal factors such as the local school community and the context of the school and macro-contextual issues which include political, social and economic contexts. Their findings indicated that every single participant was able to recognise and successfully respond to their environments. Such leaders were able to identify enablers and barriers to curriculum change. Rudhumbu (2015), in his study on enablers and barriers to curriculum change, identified some of the barriers to curriculum change as resources, time, professional support and leadership. Zammit et al. (2007) identified factors that affect curriculum change as economic, social, and political and technological.

1.7.2 The importance of contextual intelligence in curriculum change

Literature on the relationship between leader and context suggests that contextual intelligence plays an important role in the performance of organisations. Hay and Brown (2004), for example, conducted a study on factors related to contextual intelligence and sports interviewing 20 consultants trained in traditional athletics. The findings stress the value of understanding and adapting to real-world situations as well as environment and utilising knowledge of the performance context in their consulting efforts. The findings indicate that sports consultants who use contextual intelligence are likely to be successful in their consultancy.

Wadi (2015) conducted an in-depth quantitative study on the connection between contextual intelligence of the management staff and change management practice in Gaza schools. The results of the study supported the hypothesised significant relationship between contextual intelligence of managerial staff and the way they practise change management strategies. Wadi's (2015) findings are echoed by Koh (2012) who also found a significant connection between context and a manager's ability to successfully introduce change. In another study, Khanna (2014), who conducted a qualitative research on how contextual skills of leadership add to affiliation and behavioural engagement, shows that the contextual intelligence of leaders contributed towards attitudinal obligation and suppleness. The same form of contextual intelligence can be extrapolated to a school as an organisation, implying that the school principal as the leader of the school may potentially yield positive change results if he or she employs contextual intelligence. It is now a commonly known fact that school leadership should

10

not be isolated from the sense in which it works (Marishane, 2016). Leaders need to be aware of their school context when implementing change.

1.7.3 Managing and leading curriculum change

A leader is perceived as the most important tool for change, and the leaders' motivation character traits, experience and vision are important aspects in influencing others to embrace change and innovation (Sidra, Zuhair, Noman & Sajid, 2013).This implies that the leader's, vision, norms and values, attitude, knowledge past and present experiences have an impact on how the leader relates with all stakeholders. A contextually intelligent leader is knowledgeable, creative and has a favourable attitude towards curriculum change. Such positive attributes influence the way the leader manages change. This is in line with Kutz and Wade (2013) who assert that innovativeness, consistent good performance and attitude by management are important in the change process. It is of critical importance for a leader to have a positive attitude towards change, utilise past and present experiences and have a clear change vision for the change process to be effective. Specifically focusing on schools, curriculum change is of critical importance in educational improvement, therefore the principal as a curriculum leader needs to manage the implementation of curriculum change effectively for change to be successful. Curriculum change requires that reflexivity be employed throughout the process, in addition to a leader being dynamic and making a concerted effort (National Council for Curriculum Assessment, 2008). Therefore, curriculum change leaders need to be innovative and aware of the complex world in which they operate.

1.7.4 Relationship between contextual intelligence and curriculum change

Several research on the relationship between contextual intelligence and change have been carried out (Kutz & Wade, 2013; Koh, 2012; Marishane, 2016; Wadi, 2015). As mentioned above, the findings of these studies have shown a significant relationship between contextual intelligence and change. Different scholars have posited various reasons for this relationship. Wadi (2015), for example, indicated that contextual intelligence is likely to increase team solidarity and in the process ensuring   team success and ultimately reducing the risk of failing and resistance while increasing team cohesion. This is achieved through teamwork and collaborating with all stakeholders that is teachers, parents, community and any other interested parties. The same study

pointed out that stakeholders differ in the way they deal with and react to change. Hence, it is critical for leaders to be equipped with strategies of dealing with varying situations in their work environment. Sofat (2015) argue these strategies of dealing with continuous change are largely related to the contextual qualities of a school which are, trust, commitment, educational studies, empowerment, participation and flexibility. Contextual intelligence thus potentially equips school principals with the practical knowledge of dealing with their changing work environment (Morowane, 2019).

1.7.5 How does the concept of change agent/catalyst relate to curriculum change?

Lunenburg (2010) observes that the change agent usually has the role of translating the idea into a convincing plan and then carrying out the plan. Scholars have described the school principal as a leader and the main change agent in the school (Ajmal et al., 2013). In order to translate the change vision, the principal should study the internal and external context in which the organisation exists, and involve all stakeholders in developing a realistic plan. The principal thus plays a critical role in understanding the school context and using the past and present to reshape the future.

1.7.6 Conceptual framework

Global diversity has been expanding which has brought constant pressure to innovate and has led to frequent changes in context. The growing changes require the ability to respond and adjust easily to them. Contextual intelligence is described by Kutz (2008) as the ability to understand the variables which play a role in a given situation, and then respond appropriately and timeously to the challenges faced. It is, therefore, logical to suggest that contextual intelligence would be important in managing change.

Kutz (2008) argues that contextual intelligence as a theory or form of intelligence comprises three tenets, namely context, intelligence and experience. He describes context as the background in which an experience takes place, and it includes as all the external, internal, interpersonal, and intrapersonal factors that play a part in the uniqueness of each situation and circumstance. According to Wise (2019) contextual intelligence is the capability to learn from experience, being able to solve difficulties, and using our knowledge to acclimatise to new situations. Experience refers to the ability to obtain wisdom from various experiences. The combination of the tenets and variables

provides the full embodiment of understanding the school context that school principals require in order to negotiate change. In Chapter 2, the tenets are explored in more depth.

1.8 Research design and methodology

1.8.1 Research assumptions

Interpretivists claim that reality is socially designed and that humans make meaning out of their interaction and experiences with the world (Chowdhury, 2014). This implies that people's construct of the world differs since it is influenced by their own worldview and interpretation. In other words people bring their own experiences in constructing the meaning of their world. This study is underpinned by an interpretivist worldview, which holds that people's construct of their realities is informed and influenced by the observation of how human beings gain understandings of their society. Interpretivists see the world through the observations and understandings of people. According to Morowane (2019) interpretivists believe that the impact of the truth depends on the interpretations of individuals. Similarly, Creswell and Creswell (2018) point out that interpretivists believe that people try to understand the world in which they exist through observation and what they say. The researcher assumed that not all principals understand what contextual intelligence is. The other assumption was that all principals have experienced curriculum change hence the sample considered principals, deputy principals who had at least three years' experience.

1.8.2 Research Approach

In line with the goals of the research, the study followed the framework of qualitative research methodology. Qualitative research is defined by Babbie and Mouton (2011) as an attempt to study human behaviour from the perspective of the social actors themselves. Similarly Creswell and Creswell (2018) argue that qualitative research explore and consider the significance of a social or human issue for individuals or groups. According to Creswell and Creswell (2018) the study method includes developing questions and protocols, gathering information in the setting of the participant and analysing it inductively. By choosing to use qualitative approach, the researcher sought to examine principals' use of contextual intelligence in leading and managing curriculum change in schools. The study required exploring principals past and present experiences

13

in dealing with change therefore, a qualitative approach was essential for the design of the research.

The study was conducted through a qualitative research methodology. Qualitative research methodology studies the perceptions and experiences of people about a particular phenomenon in real life situation (Yin, 2011:8). It is a research methodology that relies on participants opinions to effect change in their day-to-day activities. The reason for choosing this research methodology is because it deals with real-life issues that affect people's decision-making on a daily basis (Creswell, 2014:32). It confronts issues that people grapple with and also affords them an opportunity a chance to share their emotions about certain problems.

1.8.3 Research Design:

The researcher used a qualitative case study approach. A case study is a thorough analysis of a scenario. Creswell and Creswell (2018) describe a case study as a qualitative research design that provides a holistic and in-depth understanding and multiple realities within a research study. A qualitative approach involves studying an individual or a group in their natural setting using their own words to describe their experiences. The benefit of a case study approach, as defined by Creswell, Robertson, Huby, Avery and Sheikh (2018), is that it allows deep and multi-faceted investigations of intricate issues in their real-life situations, using an in-depth exploration of events or issues of interest. Case studies can involve individuals, organisations or an event that happens at a specific time and place. Although case studies have several benefits, the disadvantage is that they are not generalizable to a larger population. Case studies are comprehensive and offer a holistic approach to issues, allowing the researcher to use multiple tools and to establish a credible platform for investigations. In this research, a single case study was utilised in multiple sites to allow a diversity of perspectives instead of relying on single-view perspectives. However, case studies are prone to subjectivity and bias. In order to reduce bias, the researcher used multiple data collection methods to give room to diverse perspectives as opposed to a single view from a survey response or an interview.

1.8.4   Population and Sampling

A study population is a specific collection of people or items with similar characteristics (Cohen, Manion & Morrison, 2011). All individuals or objects within a particular study

population usually have common, distinctive traits. The population for this study consisted of all principals, deputy principals and Heads of Department (HODs) in Tshwane East Primary Schools. The site included township schools, which are heavily populated under-resourced schools with mainly black students. The schools are located in poor communities which are poorly resourced. The other schools are former model C inner city schools, one of which has a large population of black students from the inner city and neighbouring townships, and the other which has a large population of white students from the inner city. The other schools are former model C schools in Tshwane East which have a large population of white students. These schools are well-resourced and receive financial support from parents and the community.

The study used purposive sampling to select participants. Purposive sampling (referred to sometimes as judgement or selective sampling) is a form of sampling in which the investigator relies on his or her own decision when selecting participants of population to participate in the study (Dudovskiy, 2012). Dudovskiy (2012) points out that purposive sampling is a very cost-effective and time-saving sampling method available, and is therefore beneficial if the researcher has limited resources. Although purposive sampling has several advantages, it can also be vulnerable to errors and high levels of bias, and the results are difficult to generalise. The sample for the study was six principals, six deputy principals and 18 HODs from Tshwane East public primary schools.

1.8.5 Data generation methods

1.8.5.1 Semi-structured interviews

The investigator used semi-structured interviews to gather data because they allow participants to provide background information and also allow the researcher to have control over the manner in which questions are asked (Creswell, 2011). They guide the interviewee, and also allow the interviewer to probe and get more information. Cooper and Schindler (2014) point out that semi-structured interviews start with a few specific questions then follows individuals' thoughts through probing. Semi-structured interviews generate qualitative textual data, allowing a more open environment to discuss matters (Bowen, 2009).The interviews were captured on audio tapes and the recordings were kept in the hands of the researcher. The transcriptions were done by a professional transcriptionist and substantiated by the researcher on the investigator's own computer and were only made accessible to the supervisor.

1.8.5.2   Data analysis and interpretation

The study undertook Braun and Clarke's (2006) inductive thematic data analysis. Braun and Clarke (2006) deliver a six-phase guide for thematic analysis. The six steps are: familiarising with data, generation of initial codes, coming up with themes, reviewing themes, describing the themes and lastly write up. The researcher then made conclusions and recommendations based on analysed data.

1.8.5.3   Quality assurance

The researcher ensured rigour and quality by delivering credibility confirmability, transferability and dependability. Credibility involves confirming that one's findings are believable. It requires establishing the truth of the findings. The researcher ensured credibility in this report, by using crystallisation and by prolonged field engagement. To enable credibility, the researcher also collected data from multiple sites in order to capture multiple perspectives. According to Cohen et al. (2011), confirmability is the degree to which the findings can be verified and approved by others. The researcher ensured confirmability of the data by verifying that the analysis of the finding was based on the researcher's views but drawn from the data. Dependability refers to how reliable and consistent documented process and the findings are (Creswell and Creswell 2018). The researcher wrote a comprehensive summary of the methodology and kept notes in a diary. Transferability refers to the degree to which findings as described in one situation can be used in another situation. The transferability of the study was ensured through triangulation.

1.8.5.4   Ethical considerations

The researcher requested approval to conduct research from the Ethics Committee in the Faculty of Education at the University of Pretoria (see Annexure 1).The researcher sought authority to conduct research from the Department of Basic Education (see Annexure 2). Informed consent means that participants willingly took part in the study. To attend to informed consent, participants were made aware through both a letter and in discussion of the nature of the consent to be part of the study (Gupta 2013). Participants were also guaranteed of privacy and confidentiality. To ensure confidentiality, codes were used instead of real names and all the recordings and information were stored securely.

1.9 Outline of thesis Chapters

Chapter 1 Introduction and background to the study

The first chapter provides the introduction, background information and a general background of the study. The chapter also describes the research purpose, the rationale and the research questions, methodology, quality criteria, ethical considerations and outline of the thesis. The chapter assumes that some principals do not use contextual intelligence in leading and managing curriculum change.

Chapter 2 Exploring the contextual factors influencing curricular changes

Next comes a review of the literature supporting the study. Literature on contextual factors that influence curriculum change is discussed. Curriculum change is defined and the enablers and barriers to curriculum change are discussed in this chapter. Lastly, leadership and management of curriculum change, as well as the leader's role in leading and managing curriculum change are reviewed.

Chapter 3 Unpacking the theories of contextual intelligence underpinning the study

Chapter 3 discusses theories on contextual intelligence that underpin this study. The focus is on theories proposed by Sternberg (1985), Terenzini (1993), Kutz (2008), Lang (2019) and Marishane (2020).The researcher synthesises these models to generate a contextual intelligence process construct which guided the study.

Chapter 4 Research design and methodology

This chapter presents, discusses and explains the theoretical assumptions, selection of the research paradigm, research design, methodology and analysis of the data. The chapter elucidates why the researcher chose the qualitative approach with a single case study design. The researcher explains the analysis of data and interpretation used in the study. Ethical considerations and quality criteria are also discussed in detail.

Chapter 5 Findings of the study

The results of the data obtained from interviews and document analysis are presented and interpreted in Chapter 5. Findings are presented under the following themes: socio-cultural and economic responses to curriculum change, personally orientated responses to curriculum change, perceptions regarding factors which influence principals' role and responsibilities in this regard, and finally, the challenges involved in leading and managing curriculum change. The researcher substantiates the themes by using

verbatim quotations and extracts from participant interviews and the researcher's diary notes. The conclusion of the study was presented in relation to the literature discussed in Chapter 2.

Chapter 6 Discussion, conclusion and recommendations

The final chapter summarises the study and concludes by revisiting the study problems set out in Chapter 1. The chapter addresses both the strength of the research and the difficulties faced by the researcher. The study is concluded with recommendations for practice and research on the use of contextual intelligence in leading and managing curriculum change in schools.

1.10 Summary of the chapter

This chapter provided the outline of the study and a summary of the chapters. The next chapter defines curriculum change and describes enablers and barriers to curriculum change. The chapter further discusses the role of the principal in leading and managing curriculum change. The role of context in influencing the implementation of the curriculum is discussed, focusing on institutional factors, community factors and environmental factors. Finally, the chapter discusses factors that influence the diagnosis of context which include the rate of change, inability to accept ambiguity and inappropriate orientation to time.

CHAPTER 2

EXPLORING THE CONTEXTUAL FACTORS

INFLUENCING CURRICULAR CHANGES

2.1 Introduction

The previous chapter provided the background to the study and the general overview of the study. Chapter 1 also describes the research purpose, rationale and the research questions. It then elucidates the methodology focusing on the research paradigm, research approach, population and sample and data analysis. Lastly Chapter 1 describes the quality criteria, ethical considerations and provides an outline of the thesis. Chapter 2 reviews the literature supporting the study. It starts by defining the context of the study and then describes the contextual factors that influence curriculum change. Curriculum change and enablers and barriers to curriculum change are discussed and the role of the leader in leading and managing curriculum change is described. In conclusion, the chapter describes the relationship between the leader and contextual intelligence.

The often far-reaching changes brought about by globalisation, advances in technology, natural adversities, disruptions in the economy and reforms in education, health and politics require leaders who are contextually intelligent; that is, they are aware of their situation. Contextual intelligence can help leaders in dealing with these changes by using their intelligence and their past and present experiences to adjust to the new contexts these changes create. A globally minded principal uses the enablers in the environment to facilitate good leadership and creativity. According to Leithwood (2008), few models and theories on leadership effectively address the challenges of leadership in the current contexts, as these are unpredictable and volatile and therefore require leaders who think outside the box.

The rapid changes in technological development and the demands of the Millennium Development Goals have challenged leaders to study their contexts and adjust accordingly (Kutz, 2011). This is supported by Charles Darwin's argument that the species that are likely to survive are not the strongest but the ones able to acclimatise to

the changing environment. Therefore, leaders who study their environment and use their knowledge and past and present experiences to influence the future are likely to survive any change. Principals operate in dynamic and evolving contexts and therefore need to have a good understanding of their environment and work towards a common goal by involving all the stakeholders. This is emphasised by Marishane (2020), who mentions that leaders who use contextual intelligence take collective ownership of the school vision and decision-making, creating a positive climate and encouraging a sense of shared purpose. A principal who uses contextual intelligence encourages teamwork and influences all members to shift from the current situation to a new one.

School leadership, which includes the principal, deputy principal and HODs, has the responsibility of implementing curriculum change in a turbulent environment. Curriculum change often comes with pressures such as improbable demands, increased workloads, a shortage of time and a lack of human and material resources. Maimela (2015) points out that teachers and principals experience pressure from politicians, policy makers, members of the school community, education officers and the media. Such pressure forces leadership to be responsible, innovative and flexible to meet societal demands. A contextually intelligent school leader studies the multifaceted context in which the school operates and adjusts the vision, structure and practices accordingly to shape the new situation. Leaders thus need to understand the strengths and weaknesses of their context.

2.2   The Influence of External and Internal Context on Curriculum Change

Curriculum change implementation is hugely affected by context, as the context in which the school is situated influences its success or failure. The school context may be divided into two categories – the internal and the external context. The internal context comprises factors such as leadership style, school climate, socioeconomic conditions, the community and the infrastructure. Tennant (2017) describes context as the conditions that form the setting for an occurrence, statement or idea, in terms of which it can be fully understood. In this study, the term "school context" will be used variously to describe a situation, a condition or the environment.

Braun, Ball, Maguire and Hoskins (2011:588) describe context as having four dimensions, which are situated contexts, professional contexts, material contexts and

external contexts. Situation context refers to factors which are situational and locational as well as the school's history and setting. Factors that are less tangible such as norms and values, dedication and professional experience are referred to as professional context. Material context refers to tangible possessions such as finances, technology, infrastructure, grounds, material and technological equipment. The external context refers to factors such as standards, policy, relationships and politics. All these factors play a part in influencing context positively or negatively. On the other hand, Leithwood (2017) describes context as person-specific context and widely shared context. Factors which make up the context-specific include information, knowledge, skills and approaches that are brought to the organisation by a leader. Widely shared context refers to the broader organisational setting in which schools and their leaders exist. The interesting dynamics of context are that each context is unique. What works in one context might not work in another context; therefore, leaders need to be aware of their context and understand their situation. This study will discuss both the macro and micro contexts.

2.2.1 The influence of the external context

Curriculum change is greatly affected by global factors such as technological advancement, the economic, cultural and political environments, as well as the green environment. Schools are also influenced by these factors and therefore require leaders who use contextual intelligence.

2.2.1.1 Technological factors

The fast pace of the technological advances have made the context within which leaders operate unpredictable. Technology has the great benefit of improving the quality of education; however, the fast pace of change comes with challenges, including high equipment and material costs. Globally, schools have embraced technology in their teaching practices and, according to Marishane (2020), technology benefits schools in three key areas, namely leadership, teaching and learning practices, and teacher professional growth. Technology has a positive impact on the quality of education and promotes school development and has the great benefit of assisting in processing administrative data such as setting tests and exams, writing reports, and marketing the school through websites and electronic magazines. A contextually intelligent leader maximises technology in performing administrative roles such as communicating, networking and collaborating and principals can communicate the change vision to all

21

stakeholders through social media such as WhatsApp, Facebook and Twitter. Furthermore, technology can be maximised to provide training to teachers, students and parents using webinars and apps such as Zoom.

Schools are moving away from the traditional model where the teacher is the main source of information to where the teacher's role has been complemented with technology. Computers have made teaching and learning interesting and interactive. The internet is now the main source of information and computers have made it easier for teachers and learners to access, store and retrieve information. According to Marishane (2020), technology equips students with skills such as using logic in decision-making, problem-solving and communication and educational computer games help students to reason and solve problems. Interactive teaching apps such as BrainPop, Google Classroom and Microsoft Teams can be used by the teacher to upload PowerPoint slides, videos and handouts and to record marks. One of the advantages of such apps is that students can go back to the slides and videos for reinforcement. Students can also learn through 3D games which are fun and interactive. Technology provides learning opportunities to students located anywhere in the world. This has promoted a culture of diversity as students can interact will fellow students from anywhere in the world.

Despite all the advantages of technology in transforming the culture of learning globally, the impact of employing technology in the teaching and learning varies according to context. Schools in developed countries have been revolutionised by technology, becoming creative and innovative in technical skills as they have adequate equipment, resources and infrastructure. However in developing countries the context is different as most schools are under-resourced and therefore struggle to provide basic materials such as textbooks, whiteboards and stationery. This is supported by Du Plessis and Subramanien (2014), who argue that most South African schools do not have infrastructure, wi-fi or the equipment required for implementing technology in their teaching and learning. In addition, technology increases costs in purchasing and maintaining resources. According UNESCO (2016), technology has increased the imbalances in the provision of education, as the costs of incorporating technology in schools have increased. This implies that because of the fast pace of change, the gap between under-resourced schools and resourced schools has increased. Most schools in developing countries have no funds to purchase technological equipment and materials, yet global demands such as the Millennium Development Goals call for the provision of quality education. Principals therefore experience conflict as they would like

to provide quality education but have little or no technological equipment, material resources or wi-fi. Moreover, the advent of coronavirus has tested school principals and teachers in developing countries as they have had to adapt to the new situation by providing virtual and e-learning. The need for a contextually intelligent principal has thus become a necessity. A principal who uses contextual intelligence will not be stifled by a lack or shortage of technological resources, but will utilise the enablers in the environment to implement change. According to Marishane (2020), principals could collaborate with other schools, private companies or schools internationally in accessing funds or material resources. Principals could also network with adequately resourced public or private schools to provide technological skills, as well as with private companies that deal with advanced technology such as solar energy or battery power to assist with the provision of electric power.

2.2.1.2 *Economic factors*

The current economic state of a country plays a role in curriculum change. For instance, the quality of the national curriculum is largely based on how it handles individual attributes, the provisions of the nation's economy, future necessities of the society as well as challenges and aspirations of the country (Primrose & Alexander, 2013). According to García and Weiss (2019) economic factors such as demand and supply have an impact on the curriculum.

Schools have a mandate from the people to educate students so that they can be productive members of society. Knowing what the economic situation might be in the future helps curriculum developers to plan curriculum changes that will produce lifelong learners. Multilateral funders like the International Monetary Fund (IMF) and the World Bank assist in funding government expenditure, but the aid comes with attachments, which may not be in line with the aspirations of the receiving country. In addition, these budgetary constraints might hinder the flexibility of government in allocating resources to the education departments. Fluctuations in the economy which lead to growth or recession may also have an impact on the government budget. The current global health challenge of Covid-19 has affected the world economy as a result of social distancing and lockdowns and schools and universities have been forced to close and embark on home schooling.

According to the British Broadcasting Cooperation (2020), industries and manufacturing companies worldwide have been seriously affected and this has led to a world recession. The effects of Covid-19 have had an impact on global budgets; this will result in the

shrinking of national budgets and force governments to reduce funding to sectors like education. This is confirmed by Kigwilu and Akala (2017), who posit that inadequate finances result in the shrinking of the budgets for purchasing up-to-date equipment and learning and training materials. In terms of economic cycles, when a recession occurs, government budgets shrink and this has a negative effect on different ministries including the education department. The findings of the Taskforce Report (2012) on Kenyan education revealed that the shortage of structural and physical facilities, inadequate modern equipment, high costs of textbooks and training had a negative impact on curriculum change implementation. Curriculum planners therefore need to be aware of global economic trends in order for them to plan a curriculum that is sensitive to the global economy.

2.2.1.3 *Socioeconomic factors*

Socioeconomic status is measured by access to useful possessions such as land, education, revenue, professional work and inheritance, which in some societies is considered part of socioeconomic status. The presence of various socioeconomic factors has an impact on a community's ability to support their children's schools. Governments that do not have adequate resources may obtain funding for education from various international organisations such as the United Nations, the IMF and the World Bank through the United Nations Educational, Scientific and Cultural Organization (UNESCO). The global demands made by the United Nations Sustainable Development Goals for governments to make education accessible to all by 2030 (UN SDG website) have put pressure on the availability of resources.

Schools exist in different socioeconomic environments with some operating in well-resourced communities and some in under-resourced communities. Banerjee (2016) describes socioeconomic factors as the living conditions of individuals or families and their social position, as explained by the level of income, education and jobs. Marishane (2020) adds other related factors such as poverty, health and employment as factors that influence the actual teaching and learning practices. These factors influence the way members of a community support their schools. Possessions such as land and inclusion in politics and business also have an impact on socioeconomic factors. For example, communities that have access to politicians have a voice and can therefore influence the provision of resources.

Therefore the students' socioeconomic environment has a huge impact on resource availability, student performance and output and in the way students integrate into

24

society. Banerjee (2016) finds that schools situated in affluent environments and those that have sufficient financial resources experience fewer challenges in implementing curriculum change compared to under-resourced schools. Poor communities tend to focus on basics such as food, clothing and housing and education is not a priority on their needs list (Maslow's hierarchy of needs). This results in poverty cycles as the parents do not have access to self-improvement or the ability to support their children's learning curricula. This is in line with Chaudhary (2015), who confirms that schools in poor neighbourhoods struggle to implement curriculum change because they do not have adequate financial, human and material resources. Schools in poor socioeconomic neighbourhoods do not get much support from the community as the parents prioritise putting food on the table over supporting their children's education. Conditions are exacerbated by the unsupportive surroundings of the school and society, including the lack of affordable accommodation which often results in high mobility affecting the school attendance of the families involved.

In South Africa, like many developing countries, poor socioeconomic conditions have a negative effect on the acquisition of resources, school attendance, student performance, and family and community support. Public schools in South Africa that do not charge fees often struggle to raise funds for purchasing resources, keep up to date with technological advances, acquire training materials and maintain infrastructure and facilities. This then negatively impacts on curriculum change implementation. For example, a study done in Limpopo, South Africa by Segoe and Bisschoff (2019) conveyed that the lack of parental involvement in the children's schoolwork had adverse effects on the operations of the school. Teachers ascribed this to their limited understanding of the parents' roles as stakeholders and furthermore, many parents had little education themselves. Lack of parental support significantly affects teaching and learning.

2.2.1.4 Political factors

Curriculum change is greatly influenced by both internal and external politics. Because decision-making in education is largely political, it is greatly influenced by international politics and competition. International decisions in curricula such as the millennium goals influence the legislature regarding curriculum decisions. For example, the goal to provide quality education affected the decisions made on curriculum changes in South Africa. Powerful organisations such as the IMF and the World Bank also guide the decisions

made by state legislatures and local school boards, who then influence the Department of Basic Education in institutionalising reforms.

Curriculum changes are also affected by national politics within a country. For example, elected leaders and other government officials influence the decisions that are made by the Department of Basic Education. When campaigning, candidates make promises on the provision and quality of education to gain votes. This leads to some public officials using their position to influence the curriculum. Concerns about equity in education can be politically influenced, leading to particular interest groups campaigning for changes in provision of resources and government grants. Interest groups such as civic organisations, teachers unions, trade unions, churches and parental organisations can influence the implementation by demanding a voice in curriculum matters.

Politics, directly or indirectly, have a great influence on the curriculum since the curriculum represents the culture, beliefs, norms and values of a society. Politics influence the whole process of curriculum change starting with formulation of the policy philosophy, the language of instruction, the teaching methods, the distribution of resources and the evaluation process. Chisholm (2005) states that the South African curriculum has been influenced by the global agenda, the African National Congress, the teacher unions, National Association of Professional Teachers Organisations in South Africa and university intellectuals. This reflects the influence of politics in the South African national curriculum. According to Kasuga (2019), the curriculum is regarded as part of the political process since government determines the content that should be included in or excluded from the curriculum and political leaders often include their ideology. In addition, leaders often make popularist policies to please the voter. International organisations such as UNESCO, the World Bank and the IMF support education by providing financial assistance to governments. However, the aid usually comes with conditions attached which may not align with the political ideology of a country and this may result in conflict. This is echoed by Kasuga (2019), who points out that external agencies and economic powers influence the adoption of curriculum change and innovation by imposing values that exclude the voice of the people. Developing countries are often pressured into accepting the terms that come with the aid because of the poverty. Global policies such as the second Millennium Development Goal, which focuses on achieving universal primary education for all, has influenced curriculum change in many developing countries including South Africa.

The South African education curriculum has been greatly influenced by politics. A study conducted by Molapo and Pillay (2018) on the politicising of curriculum implementation points out that several educational policy changes such as Curriculum 2005, RNCS, OBE and CAPS have been introduced in the South African education curriculum to redress the imbalances in society which were created by apartheid. The changes aim at moving away from traditional teaching methods such as rote learning, teacher and textbook-centred learning to promoting critical thinking and student empowerment. Policies such as the language policy are influenced by the need to impress the masses and are therefore politically driven. This has resulted in conflict in schools which are multilingual as parents prefer their children to learn in English and Afrikaans over home languages such as Sepedi, isiZulu and Setswana.

The challenge with excluding the voice of the curriculum change implementers is that it results in disconnection between the policy and the school context. This is highlighted by Molapo and Pillay (2018), who note that policy development has become the responsibility of the government and policy specialists, while the implementation of such policy falls on the principals and teachers. This has resulted in the exclusion of important stakeholders such as teachers, students and the community in the process of policy formulation. Therefore, the voice of all the stakeholders should be represented in the curriculum policy change process.

2.2.2 The Influence of the internal organisational context

2.2.2.1 School personnel

Principals play a critical role in the implementation of curriculum change. For curriculum change to be successfully implemented principals have to come up with a shared vision on the change, communicate the change to all stakeholders, plan for human and material resources, train teachers, create a healthy climate and evaluate the whole process. Principals have to have a clear vision and encourage a positive attitude towards the curriculum change. This is in agreement with Bascia (2014), who emphasises this by mentioning that principals play a role in influencing others to attain the organisational goal, sharing decision-making, organising, and ensuring that the organisation has a positive climate. In addition, Zhuwau and Shumba (2018) point out that leaders should provide leadership that motivates and supports educational change. According to Zhuwau and Shumba (2018), leaders who involve teachers and encourage a culture of collaboration and teacher commitment to curriculum change are likely to attain their curriculum change goals. Marishane and Mampane (2018) posits that principals'

personality, knowledge and beliefs have an influence on their ability to implement change. This implies that principals need to embrace change and instil a positive attitude towards school curricular reforms. Principals need to have a vision and to influence teachers, parents, students and the community towards common goals. This can be done by engaging them in planning, making decisions, implementing and evaluating the change process.

The personality of a leader has great effect on how the leader influences curriculum change. Rauthmann, Sherman and Funder (2018) explain that there is a mutual relationship between the personality of an individual and the context in which they exist. This suggests that the personality of an individual can influence the success or failure of an organisation. In other words, personality is understood in terms of the context and situation under which they operate. This view is expressed by Marishane (2020) who argues that personality cannot be separated from its context. A leader can demonstrate attributes such as preparedness to try new things, a positive attitude towards change, and norms and values such as trust, trustworthiness, kind-heartedness and esteem. Of the positive and negative dimensions of a leader, the positive include being amicable, meticulous, knowledgeable, tolerant, creative, innovative, imaginative and curious. Marishane (2020) adds that a principal with positive attributes such as extraversion (the tendency to be friendly, ardent and enthusiastic) and agreeableness (the tendency to be diplomatic, discreet, considerate, acquiescent and trusting) is likely to transform a school with a negative climate into a positive climate.

2.2.2.2 Leadership practices

Leaders connect with their school context through their practices. According to Day and Sammons (2016), the core practices of school leadership include coming up with a school vision, setting direction, developing teachers, managing and organising resources and developing and improving instruction. A school principal should have a school vision and influence others towards a common vision. This is achieved by involving stakeholders in creating a school vision. When curriculum changes are introduced, the leader needs to ensure that the curriculum change objectives align with the school vision. Therefore by involving teachers, parents, students and the external community, the school will be able to generate a common vision which represents the interests of stakeholders.

The leader has another critical practice which is teacher development. Education is dynamic and therefore leaders have to ensure that teachers are abreast of the changes in teaching approaches and technology. Staff development falls into three broad categories. The first of these is self-interest, where the staff development is determined by the individual's areas of interest. A principal can encourage a teacher to identify their areas of interest in the subject area. Training can be done within the school or by arranging external training. Another type of staff development training is driven by the advances in technology related to teaching methodologies. This training focuses on providing specific skills that lead to changes in the teaching methodology. Principals usually identify experts within the school or external experts to train teachers in the specific skills. The third type of developmental training is referred to as "information shower" by Bredeson (2000) in which information is disseminated to teachers in the hope that teachers will find the information helpful in their teaching practices. Therefore the role of the school principal is to nurture and support teacher learning.

Another important role of the principal is to manage and organise resources for effective curriculum implementation to take place. Principals need to plan and budget for financial and material resources. A contextually savvy principal involves all stakeholders in predicting the required resources. The principal considers the needs of each department by planning as team. This helps in distributing resources equitably.

2.2.2.3 The role of teachers

Teachers play a critical role in curriculum implementation, although their voices are absent from the formulation of curriculum changes. Teachers should be involved the whole process of curriculum change during formulation, implementation and evaluation. Kasuga (2019) agrees that teachers play the important roles of preparing teaching materials, selecting the content to teach, as well as monitoring, reporting and evaluating student progress. For teachers to be able to perform these roles, they need to have knowledge and a positive attitude, and need to practise shared teaching by sharing skills, knowledge and information with students, parents and other teachers. This is supported by Hattie (2009), who points out that teachers need to have a positive attitude and create a healthy classroom climate.

Since teachers are the main implementers of curriculum change they also need to practise leadership and management by setting a vision, planning, organising resources, managing instruction, being knowledgeable and evaluating their teaching methods.

Teachers should also influence students and parents to achieve the school and classroom goals. Sibanda and Blignaut (2017) note that professional development is pivotal in changing teachers' attitudes towards curriculum change. Teachers need to be able to integrate teaching and learning; that is, they should impart knowledge but should also be learners themselves. Teaching methods change along with technology advancement, therefore teachers need to be continually equipped with skills and knowledge in order for them to keep abreast of new technologies. In support, Rhudhumbu (2015) argues that teachers who are inadequately trained and have meagre content knowledge usually perform poorly in terms of accepting and effecting curriculum change. Therefore, a contextually intelligent principal should be able to identify the different needs of the teachers; for example new teachers and inexperienced teachers require much training and support when they join the school. The principal should encourage collaboration in evaluation, as well as self-evaluation by teachers in order to monitor the implementation of the change.

Teachers who are not adequately equipped with knowledge and skills sometimes feel discouraged and disengaged from their students. According to Jenkins (2015), inexperienced teachers are at high risk of experiencing disillusionment and disengagement because of a lack of confidence. In addition, teachers who are fresh from colleges are sometimes overwhelmed by the classroom dynamics. This implies that the training and experience a teacher has affects the way they implement curriculum change. Contextually intelligent principals can form partnerships with universities and teachers colleges in order to share teaching methodologies and new knowledge. This brings awareness of up-to-date teaching strategies and knowledge. Principals can identify teachers with specialised skills and knowledge to assist with staff development. "Buddy teaching" can also assist in the sharing of skills and knowledge. In this regard, principals can identify teachers who struggle with technology and partner them with teachers with good technological skills. Buddy teaching fosters confidence and good relationships as teachers are more comfortable working with fellow teachers than with superiors. The principal can also send teachers for external training or invite experts to the school to train the teachers. This ensures that teachers are adequately equipped with the required knowledge and skills for implementing the change.

2.2.2.4 School culture

School culture is critical in curriculum change as it fosters development, shared decision-making, and teacher and student development. A school culture comprises both planned

and unplanned ways of doing things, communication, interactions, norms and values and is highly influenced by school tradition. According to Bipath and Moyo (2016) school culture is effective in schools which are strong in being accountable, with a strong culture of learning, provision of support materials and which has high expectations of learning. Spaull (2013) views school culture as referring to the basic expectations, norms and values and ways of doing things that are common to all members of the community. School culture affects the way individuals reason, act and gain knowledge. The underlying traditions, norms, beliefs and practices make up the culture of the school over time. School culture can be represented in three forms, namely verbal (written and spoken), interactive and graphic. The written and spoken culture includes the school vision, objectives and philosophy. Other verbal manifestations can be the stories people tell about the school and the way in which the teachers, parents and students talk. The behavioural indications of a school's culture can be identified in the way the school conducts celebrations the rules and regulations and the structures and the curriculum of the school. The visual indicators of a school culture are reflected by symbols such as the school logo and the school uniform.

School culture also includes more concrete issues such as the physical facilities, security of students, physical arrangement of classrooms and desks, and the extent to which the school is inclusive and how it recognises diversity of cultures, race and ethnic groups. The school personnel, parents, community and other stakeholders contribute to the school culture together with other influences such as politicians, interest groups and the external community. This is supported by Marishane (2020), who describes organisational culture as a set of shared assumptions, beliefs and values that influence the way individuals behave as team. This suggests that school culture comprises the shared assumptions, vision, norms and values that are acquired over time. Therefore, school culture is interrelated to context within which the school exists.

School cultures can be considered to be healthy or unhealthy. Simply put, a healthy culture fosters characteristics such as collaboration, morality, building relationships, respect, appreciation and positive criticism. A healthy culture comprises attributes such as teamwork, shared leadership, networking, engaging, motivation, appreciation and positive criticism. The characteristics of a positive school culture include providing a safe and secure environment, so that students, teachers and leadership feel physically and emotionally safe. The relationships among all stakeholders are characterised by respect, openness, appreciation and trust. A healthy culture has staff members who collaborate

in coming up with a vision, planning and decision-making. The principal and teachers should influence students in retaining high academic standards. A contextually intelligent principal encourages collaboration in formulating the vision for the change, planning the resources, and implementing and evaluating the change. According to Marishane (2020), collaboration plays an important role in creating emotional commitment to improved teaching practice as well as speeding up the change process. Principals may collaborate with teachers by establishing a collegial relationship. A contextually intelligent leader encourages cooperation, promotes shared goal setting and motivates staff by showing appreciation when they do well. Accordingly, having an open-door policy will bring the community together and principals should not isolate the school from the community. A contextually intelligent leader networks with other schools, the school community and the external community by exchanging ideas and sharing resources. In this way, relationships may be established with different interest groups and the international community. Establishing relationships ensures that there are no gaps in teaching and learning and social relationships.

A school can establish an advisory programme that teams up students and adults in order for the adults to mentor the students. A principal can organise seminars and Ted Talks in person or by using online applications such as Skype or Zoom. Schools can also host forums that give talks or provide a platform for individuals to share their experiences and give suggestions.

2.2.2.5 The school community

Parents and community have the important role of assisting their children with school work and influencing their children to be lifelong learners. Research undertaken by the Waterford.org group (2018) showed that parental involvement and encouragement are the most accurate predictors of academic success. Their study showed that the classes that had parental engagement and support were highly motivated and demonstrated positive behaviour. Parent involvement is defined as the collaboration of teachers and parents in helping students meet their learning goals. Parental involvement occurs when parents take part in school events or activities and teachers assist with setting goals and providing required resources. This suggest that parental involvement involves the collaboration of the teachers and parents in helping students attain their educational goals. Both parents and teachers contribute ideas that enrich the student's learning experiences.

The findings of Waterford.org (2018) reveal that there are several benefits of involving parents in their children's education: the children are likely to have high scores, good class attendance, high self-esteem and are likely to successfully complete their schooling or level of education. Research conducted by Chaudhary (2015) showed that the participation of parents has declined as parents are now opting for remote methods of participation such as online student portals, Whatsapp, Zoom and Skype. Some parents do not participate in their children's work because they are working parents or are busy trying to put food on the table.

According to Bascia (2014), parental support plays a critical role in curriculum change. Parental support includes the provision of school resources such as textbooks, calculators, tablets, laptops and computers, providing a supportive environment which motivates students to participate in school activities, and assisting students with homework.

A study conducted by Hartas (2011) found that although social status does not directly influence how parents get involved in their children's school activities, family income and parent education have an impact on student achievement especially on literacy for young children. This suggests that some parents struggle to support the school materially or financially because of a lack of income. Another compounding issue is that some parents might not be literate and therefore fail to assist their children with homework. In some cases, principals view parental participation as interference and therefore discourage parental involvement in curriculum change. A contextually intelligent leader will utilise the expertise in the community by involving community members in school projects.

The community surrounding the school comprises diverse groups such as families, religious groups, peer groups, interest groups and other agencies in society. Therefore, principals need to collaborate with these diverse groups in the curriculum change process. This is supported by Nunn (2012), who states that people's cultures and beliefs in a society have great influence on the curriculum change process. Some communities may affect curriculum change by resisting dominating cultures or government policies. Therefore, the principal has the tedious task of engaging all stakeholders to come up with a shared vision. Offorma (2016) shares similar sentiments by arguing that the curriculum should match cultural and societal demands in order for the education system to produce products that function effectively in the society in question. The skills schools offer should align with community needs. This can be achieved by establishing good relations and cooperating with all stakeholders.

Chaudhary (2015) conducted a study on the factors that affect curriculum implementation in schools in India. His findings revealed that interest groups in a community can influence curriculum implementation. According to Chaudhary (2015), interest groups such as parents and teachers associations and religious organisations can influence curriculum change positively by providing financial or material resources or by having a positive influence on students. This emphasises the vital importance of involving interest groups in curriculum change formulation and implementation. Curriculum changes that do not represent the values and beliefs of the community may result in conflict between the society and the school. It is therefore of vital importance for principals to involve the community formulating and implementing to be familiar with the culture of the society. This can be done by inviting them to curriculum change meetings, giving talks to them or involving them in certain school projects on curriculum change.

2.2.2.6 *Financial and material resources*

Financial, human and material resources are of critical importance to the functioning of a school. For effective curriculum change to take place the school needs to have support materials in the form of textbooks and equipment. In support, Day and Sammons (2015) point out that principals have the role of organising structures (financial resources, infrastructure and material resources). Infrastructure and equipment are critical in the implementation of change. A study conducted Kigwilu and Akala (2017) found that fast-changing technology and inadequate finances, physical facilities and material resources adversely affect the implementation of the curriculum. For a school to show its preparedness in implementing change it has to have sufficient financial and material resources. Simao (2008) examined the contextual factors that influence the implementation of curriculum change. The findings confirmed that successful curriculum implementation requires adequate financial resources to support the process. For example, Mozambique is a poor country that is highly dependent on assistance from donors which has a negative impact on the provision of resources. A similar study by Hwande and Mpofu (2017) showed that most Zimbabwean schools are under-resourced because of the economic challenges Zimbabwe is experiencing. A shortage of resources is common to many developing countries and governments struggle to provide public schools with sufficient human and material resources. The tight budgets force governments to prioritise funding and schools usually bear the brunt of budgetary constraints rather than departments like defence, security and health. Adhikari (2018) argues that wants are many but resources are always scarce. This suggests that resources will always be limited; however, this should not stifle the teaching and learning

process. Principals need to find innovative ways of acquiring resources. Marishane (2020) argues that a contextually intelligent leader will form partnerships with other schools in order to share resources. Moreover, some private companies have social responsibility funds that assist with community projects. Therefore, enterprising principals could form partnerships with well-resourced schools such former model C schools, private schools and private companies such as computer retailers and internet providers to assist their schools with technological resources.

2.3 Understanding the Concept of Curriculum Change

Change is inevitable in any organisation because of the dynamic environment. Change may be planned or may be a reaction to a situation. Sybill (2016) defines change as a deliberate effort to adjust a condition by altering the goals, functions, structure and technology. Change can be viewed as an adjustment from the current condition with the aim of improving practices. Maimela (2015) views change as a shift from the old situation to a new one. In summary, change may be described as adjusting the current vision, structure, beliefs, values and way of doing things to new ways of doing things. Schools often make systematic changes in policy but sometimes, because of environmental changes, change can be a reaction to a pressing issue.

According to Maimela (2015), curriculum refers to a planned sequence of instruction, or students' learning experiences. Similarly, Moodley (2015) describes curriculum as the skills and knowledge taught by schools and other learning experiences such as life skills. Therefore, curriculum refers to a systematically organised programme of instruction which includes knowledge, skills, experience, service and extracurricular activities.

School curricula are constantly reviewed to accommodate socioeconomic and natural environmental changes aligned to the developmental profile of students. A curriculum contains the skills, knowledge, norms and beliefs, which are socially constructed and seeks to prepare students for the life after school. Rudhumbu (2015) views curriculum change as a reappraisal of the knowledge and outcomes of the learning process, while Stabback (2015) views curriculum development as a process involving the regular review of teaching and learning material and human resources to attain effective outcomes. Similarly, Patankar and Jadhav (2013) view curriculum development as a rigorous organised process which involves the planning, execution and application of teaching and learning materials. Curriculum change is a reappraisal of the skills, knowledge,

materials, content and products of the teaching and learning process. Such an appraisal influences the existing educational practices and processes and evaluates the outcomes in order to come up with new skills and knowledge.

Dealing with change involves adjusting values, beliefs and behaviour. This means that teachers and principals have to adjust their status quo; that is, their vision, practices and structures in order to adapt to the new practices. When introducing curriculum change principals and stakeholders need to have shared goals, establish a culture of learning, have open communication and evaluate the process.

This suggests that principals need to align their current practices, strategies, structures and systems in order to implement the new curriculum effectively. A principal introducing curriculum change needs to have shared objectives and collaboration. In summary, curriculum change involves a shift from the previous curriculum to new practices, beliefs, structures and materials and embracing new ways of teaching and learning to attain the new practices. Curriculum change needs to be evaluated in order to attain effective implementation.

2.3.1 Enablers of curriculum change

 In order for curriculum change implementation to be successful, principals need to utilise curriculum change enablers within their environment. Rudhumbu (2015) describes these enablers as time, school culture, professional support and knowledge of the new change. Curriculum change takes time to implement as it involves planning, acquiring resources, training and evaluation. As the main implementers, principals and teachers require sufficient time to diagnose the new policies and come up with their own understanding. Time is required to ensure that equipment, infrastructure and general resources are available. Therefore, to implement change successfully, principals need to plan and utilise school time effectively. A study conducted in South African schools by Ngcobo and Tickly (2010) on the role of a principal in supporting the teachers' well-being, indicated that leaders who attain success have a clear vision, encourage a learning culture and practise collaboration with teachers, students, parents and other stakeholders. In addition, Mukeshimana (2016) agrees that successful principals have a clear vision, encourage partnerships and commit their time to school activities. Therefore, principals can be enablers if they are committed to their work, have strategic plans in place, plan their resources, encourage participatory decision-making and evaluate the process.

According to Rudhumbu (2015), principals have the critical task of providing training to teachers, ample time and resources. Skills and resources available within the school community are enablers which the principal can use to implement change. Professional competency has a huge impact on curriculum change, therefore principals have to ensure that teachers are adequately prepared for this. Chaudhary (2015) further points out that a positive culture in the school can be maximised by a principal to implement curriculum change. This is supported by Kamper (2008), who maintains that leaders who are successful in developing countries show determination, commitment and compassion towards teachers, parents and students. When a school has a positive climate, teachers, students, parents are likely to have a positive attitude towards change and will work as a team to effect the change.

For a leader to be successful in implementing curriculum change and keep up with the pace of change, he or she should adopt a leadership style that supports effective curriculum development and implementation. Sybill (2009) describes a transformational leadership style as suitable for curriculum change implementation as it motivates stakeholders to work as a team and take ownership of the implementation of the required change. According to Sybill (2009), a principal who creates a positive climate encourages the innovation and creativity required for implementing curriculum changes. A favourable climate entails participatory decision-making and shared leadership which motivates and energises staff. These qualities are exhibited in organisations that have a healthy climate. Therefore a principal can be an enabler in curriculum change.

2.3.2 Barriers to curriculum change

Although principals as school leaders play an important role in curriculum change, there are several factors which act as barriers that impede this process. Principals should not only be aware of these factors but should also be prepared to act on them. Rudhumbu (2015) categorises these factors as organisational and technical barriers. Organisational barriers refer to circumstances that influence the effective implementation of curriculum change in an organisation if poorly managed and may include the structure of the institution, the prevailing beliefs and values and the leader's style. Rudhumbu (2015) views a highly bureaucratic organisation as a barrier to successful curriculum change. Public schools largely depend on government grants for financial support and government bureaucracy often leads to delays in the disbursement of funds and the allocation of resources which may have a negative effect on the effective implementation

of curriculum change. Similarly, schools that are highly bureaucratic in their internal decision-making structures and processes can delay the process thus inhibiting the effective and timeous implementation of curriculum change. Therefore, principals need to delegate their leadership so that tasks are shared among the whole leadership team. This will encourage a sense of ownership and shared responsibility. Sybill (2009) adds that leadership style and organisational climate can be a barrier to curriculum change. A leader who does not involve teachers, parents, students and other stakeholders in coming up with the vision for change and making decisions is likely to face challenges in implementing curriculum change. A closed climate which does not encourage effective communication, teamwork and shared decision-making can also result in ineffective curriculum change.

Similar sentiments are expressed by Rudhumbu (2015), who points out that an autocratic leadership style can lead to an unhealthy climate that thrives on conflict and gossip which may stifle the implementation of change in institutions. Therefore, contextually intelligent leaders need to encourage communication among stakeholders to reduce gossip and conflict, which occur when the latter's voices are stifled by fear. Contextually intelligent leaders need to encourage communication among stakeholders to reduce gossip and conflict.

One of the perennial barriers to successful implementation of curriculum change is competing cultures. McNamara (2014) states that competing cultures bring conflict into an organisation. For this reason many leaders retreat from the tension and conflict because they feel threatened by other cultures. Rudhumbu (2015) shares similar views, arguing that competing cultures can be institutional barriers as individuals or groups try to outshine each other instead of working together. McNamara (2014) adds that most leaders choose to continue with the status quo to avoid tension. However, although this may reduce tension it stifles creativity and innovation in the implementation of curriculum change. Although competition is healthy, if it is not managed properly it can be a barrier to effective change. Leaders who use contextual intelligence are able to exploit the conflict as an enabler. This can be done by encouraging diversity in the organisation and embracing the different cultures that are present.

Similar to conflict arising from competing cultures, setting unrealistic targets for an organisation can be a barrier to the implementation of curriculum change. Seehorn (2012) mentions that most leaders set unrealistic targets by expecting instant success instead of making change a gradual process that has realistic objectives, adequate

resources, meaningful training and community support. Principals need to collaborate with all stakeholders and set realistic goals, as this will inspire teachers to work harder.

Role conflict can be a barrier to curriculum change. Marishane and Mampane (2018) describes role conflict as leadership and management tension which is created by the role of the principal as both a leader and a manager. According to Marishane and Mampane (2018), principals have a number of roles, which include managing human and material resources and organising the change process while also playing leadership roles of being visionaries and influencing others towards the achievement of school objectives. However, potential role conflict may occur if the principal fails to align the conflicting roles effectively. For a leader to be able to align the conflicting roles they need to use contextual intelligence. Algahtani (2014) views management as involving operational needs such as budgeting, managing resources and supervision of personnel, while leadership deals with creating a vision and direction and inspiring others. Sometimes these roles conflict with each other as management is about controlling while leadership gives freedom by allowing creativity and innovation. In some cases the principal is expected to instruct and discipline subordinates and yet as a leader the principal is expected to encourage and support. If a principal manages to align the conflicting roles there will be no conflict but an absence of contextual intelligence may result in role conflict.

2.3.3 Response to curriculum change

Individuals react to change in different ways depending on their experiences, beliefs, values and expectations. These reactions could be influenced by the individuals' understanding of past and present experiences and whether they were involved in the planning of change. Their experiences determine how they react to change, therefore principals have to study the context of their school before implementing change. However, principals and teachers might choose to rationalise and/or deny the change. Mutch (2012) conducted a qualitative study in New Zealand, the findings of which indicated that the common reaction by teachers was resistance to change. Mutch (2012) reports that change is received with indignation, evasion, minor/major acceptance or complete rejection. Teachers are likely to resist change if the change is not clear and if they lack skills and knowledge. Therefore, teachers need to be provided with the information, skills and knowledge required to deal with the change in order for them to

have a positive attitude towards it. It is therefore imperative for principals to have the skills to identify enablers in their context to avoid dissatisfaction among their teachers.

A study conducted by Lyle, Cunningham, and Gray (2014) in Australia showed that teachers suffered from change fatigue as changes were being imposed by top management without consulting principals and teachers who are the implementers of curriculum change. Many recent changes in education have been imposed on schools without consulting stakeholders, which has resulted in negativity, partial acceptance or passive resistance.

 In South Africa, Clasquin- Johnson (2016) conducted a qualitative study on principals' and teachers' reactions to curriculum change. The findings of this study indicated that the responses of principals and teachers to curriculum change are mostly chaotic, random and inconsistent, and in some cases even contradictory. According to Calsquin Johnson (2016), principals are unsure of how to manage the dynamic context in which they are operating. Most significantly, they regard some aspects of the curriculum as developmentally inappropriate for their learners. Such reactions suggest that principals need to be provided with the requisite skills to deal with the different contexts when implementing curriculum change.

Tshiredo's (2013) findings showed that in many schools in Vhembe, principals were agitated and reluctant to accept change because they felt the change was imposed on them. The findings of this study demonstrated that in many centres, schools principals responded to top-down curriculum changes with immediate outrage, deliberate avoidance, partial adoption, major adaptation, sneaky subversion or even quiet revolution. Such negative reactions could be avoided by preparing school principals to deal with the changing context. Principals need to set a clear vision of the change and communicate the change to teachers, students and parents. They need to develop the skills for dealing with different contexts. The researchers discussed above focused on how teachers react to curriculum change. This study focuses on how principals use contextual intelligence in leading and managing curriculum change.

2.4 Leadership and the management of curriculum change implementation

Organisations no longer exist in isolation but are interwoven with the external environment. Therefore, today's leader has to network with external organisations to

40

keep pace with global demands. The role of a leader has shifted from being repressive to taking a collaborative approach. Leaders have to practise a participatory approach by involving all stakeholders in setting organisational goals and working towards achieving the goals. A leader should influence others towards a shared vision, promote teamwork and creativity, motivate others and build a positive climate. This can be done by sharing responsibilities and empowering others. Connolly, James and Fertig (2017) describe leadership as influencing others towards a common goal and facilitating some action. Leaders contribute to shaping the goals, motivations and actions of others. This is demonstrated through the leader's personality and style and the climate they create in a school.

Management involves maintaining organisational arrangements efficiently and effectively. Some of the management functions include designing goals, planning, communicating, making decisions, as well as organising financial, human and material resources. Davis (2019) describes management as comprising five major functions, namely planning, directing, organising, recruiting and controlling. One of the important roles of a leader is managing change.

2.4.1 The role of leadership in curriculum change

School principals play both a leadership and managerial role in influencing others to attain the school vision by organising resources, communicating with stakeholders, and directing, motivating and evaluating the implementation of the change. Managing change can be a daunting task if the leader does not align the roles of being both the leader and the manager of change. Dao (2017) points out that for a leader to successfully implement curriculum change, he or she needs to appreciate collaborative ownership of the school's vision, values and mission. For any successful implementation of curriculum change, the principal needs to involve teachers, students and parents in the process. Engaging all stakeholders ensures shared experiences, resources, knowledge and skills. When the principal involves stakeholders they become motivated and develop a sense of ownership. Thus, collaboration brings together knowledge and skills from the different individuals and results in improved expertise. Therefore, principals should influence stakeholders towards attaining a common goal. This can be done by communicating the change, sharing the school vision and nurturing teachers, students as well as parents.

When a curriculum change is introduced the principal has the pivotal role to play in preparing teachers, parents and students for the curriculum change. Teachers are the

key implementers of change and therefore they need to be provided with information and training on the curriculum change. Teachers may be prepared for the change using training, mentoring and providing teachers with training and mentoring equips them with information, skills and knowledge and engenders a positive attitude towards the change. The principal should ensure that teachers are familiar with the policy change and develop teachers so that they implement the change successfully.

Involving the community in school activities motivates them and gives them a sense of ownership. The principal should make use of the knowledge and skills in the community either by tapping community members' expertise or by forming partnerships with organisations in the community. This is in line with Sybill (2009), who argues that the school is the centre of the community; therefore the principal needs to gain the confidence of the community. Community involvement fosters a favourable social and emotional learning climate. In addition, principals should involve parents in discussions about the curriculum change and give them regular feedback to keep them well informed.

Teachers are of vital importance in the process of curriculum change since they are the main implementers of such change and have to utilise their skills, knowledge and experiences in order to implement the change successfully. It is therefore pivotal for principals to involve teachers in the curriculum change process. This supported by Alsubie (2016), who notes that to attain success in curriculum change, teachers have to be involved in the development of teaching and learning resources and making decisions, since they are the main implementers of the change process. Teachers may be described as mediators between the curriculum and the students since they are aware of the students and the community. Therefore it is imperative that teachers become key players in spearheading the change process. According Hwande and Mpofu (2017), this can be done through training and development both at school and externally. Schools in South Africa tend to implement change without planning for the dissemination of information or ensuring that teachers develop the required knowledge. This is confirmed by Rasebotsa (2017), who points out that although there is communication between the curriculum change developers and school management teams, there is a lack of clarity, poor planning, poor time management and lack of coordination of the change policies. This suggests that there is a need to involve school leadership and teachers in the curriculum change process in order to attain effectiveness.

2.4.2 The importance of effective stake holder communication

Principals' responsibilities have increased leading to heavy workloads and high expectations. Accordingly, principals have to be able to communication effectively with all stakeholders. According to Luthra and Dahiya (2015), communication may be described as motivating and reassuring individuals or groups by exchanging information in a systematic way. Successful school leaders communicate effectively with stakeholders, encouraging and motivating them. They ensure teamwork, discipline and responsibility among team members. Research conducted by the McKinsey Global Institute (2018) shows that leaders spent about eighty per cent of their time at work communicating. The vast amount of time spent by leaders communicating to subordinates suggests that communication has a great impact on leading and managing change. Therefore, principals can attain effectiveness by interacting effectively with team members and communicating their vision. Successful leaders acknowledge that communication is not one-way, but comprises both a speaker and a good listener. Additionally, well-organised schools practise collective communication with all school personnel. Therefore, principals need to have good speaking and listening skills in order for them to communicate their objectives and define the desired change clearly to all stakeholders.

Some of the qualities of a good communicator of change include being a good planner and listener, encouraging participatory decision-making, having an open-door policy and being persuasive. According to Luthra and Dahiya (2015), leaders with good communication skills create a positive atmosphere which encourages stakeholders to support the desired goal of the organisation. A leader who is a good communicator imagines the opinions, emotions and knowledge level of the teachers and plans ways of supporting them to attain the desired change. In a school situation, a principal can start by familiarising him or herself with the policy change and constantly communicating with the stakeholders. Once the principal is clear on the policy change, he or she should study the school context before communicating the vision to the teachers, parents and community. This can be done through newsletters, email, magazines, meetings and training sessions. Tyler (2016) supports this statement, adding that communication should be supported by honest and constructive feedback. Principals need to provide and receive feedback in order to improve performance.

2.4.3 Financial and material resources as enablers

Without inputs such as finances, infrastructure, textbooks, equipment and instructional materials, successful curriculum change will not take place. These materials and equipment facilitate teaching and learning and therefore ensure successful implementation of curriculum change. However, most developing countries experience shortages in material and human resources which results in poor quality education. Nsubuga (2003) points out that the shortages of materials such as textbooks and other instructional materials contributes to the poor quality of education in some secondary schools in Uganda.

According to (Wango & Gatere 2016), shortage of materials such as textbooks visual aids and equipment results in poor implementation of curriculum change because no learning takes place. Principals need to be provided with adequate material and human resources for effective change to take place (Chemutai, 2015). Research conducted by Wango & Gatere (2016) suggests that principal in Kenya are poorly equipped with financial and material resources management skills. Similarly Hwande and Mpofu (2017) found that Zimbabwean rural principals are provided with poor material and human resources which hinders effective curriculum implementation. In South Africa, Morowane (2019) shares the same sentiments by arguing that South African rural schools are poorly resourced.

Pont, Nusche and Moorman (2008) point out that when introducing change, principals need to be equipped with financial management skills such as financial planning, budgeting and balancing books. Ekal (2016) notes that effective curriculum implementation requires good management of material and human resources, planning and budgeting; however, in reality, principals in South African schools lack such skills because they have not been taught these skills. Similar sentiments are echoed by Chemutai (2015) who argues that few principals and teachers are sufficiently trained, therefore negatively affecting the principals' management role of organising material resources and maintaining equipment and infrastructure. In the same way, principals manage the provision and maintenance of facilities and funds by making clear decisions over priorities, method of distribution, responsible for ordering, keeping stock records and justification of expenditure.

2.4.4 Technology, curriculum change and leadership

The critical importance of technology globally cannot be overstated. Many states in Europe, Australia, America, Asia and Africa have introduced and expanded the use of technology in improving their education system. South Africa has not been left behind as the Department of Basic Education has introduced information and communications technology (ICT) in the education system to transform and establish knowledge. According to Mukhari (2016), the other reason for incorporating ICT in the South African education system was to improve and reconcile the technological challenges experienced in the education system by helping students to master technical skills, as well as improving communication. Mukhari (2016) states that it has become a necessity for principals to embrace technology in teaching and learning practices. The current move towards the internet of things confirms that schools have to incorporate technology in their teaching and learning practices if they are to prepare students for lifelong education. Therefore, principals need to ensure that human and technological resources are available, teachers are equipped with skills and knowledge to deal with the change, and that the community is involved in incorporating technology.

Technology has been incorporated into the education system of many countries; however, some countries have experienced challenges in implementing it because of their contexts. As described by Sipila (2014), Finnish schools have not reached their full potential in teaching and learning using technology because some teachers lack the skills required for digital literacy. Mukhari (2016) shares similar findings, noting that factors such as a shortage of computers, lack of technological human and material resources, and lack of internet and technical support are common in South America and Africa. This is supported by Morowane (2019), who reports that many schools in South Africa are not using computer skills effectively in their teaching because they either have the computers but no technical skills or they do not have computers. Makgato (2013) produced similar findings which revealed that many South African urban schools keep their computers locked in storerooms or use them for administrative purposes only because of a lack of teaching time or a lack of computer skills. Sometimes teachers have a negative attitude towards technology because they are stuck in their old ways of traditional teaching or because of a fear of the unknown. The human resource challenges schools are facing in incorporating technology into their teaching and learning require leaders who use contextual intelligence in implementing technology. Principals should not be stifled by the lack of technology but instead should be creative and innovative by

involving business people in their communities or approaching non-governmental organisations (NGOs) and interest groups such as religious organisations to assist in inculcating technological skills and knowledge to teachers.

Many developing countries experience inequalities in the provision of technological equipment and other resources because of varying socioeconomic conditions. A study conducted by Mpofu and Hwande (2016) in Zimbabwe, on the factors that affect curriculum change implementation, found that school principals feel that it is unrealistic to ask rural parents to purchase laptops or computers, as Zimbabwean rural schools are beset by poverty. Similarly, Mukhari (2016) points out that the advantages of technology will only benefit a few South African schools if the issue of equity in technology is not addressed. This suggests that principals operate in differing contexts and therefore have the responsibility of ensuring that all students are trained in technological skills.

A principal who is creative and innovative will use the enablers available in the school and the external community. In South Africa, this can be done by forming strategic partnerships with private schools or private business organisations. Principals could utilise existing opportunities such as Partnerships for Possibility, which is a creative initiative by the South African government to address the crisis in education resulting from the shortage of technological equipment and materials to keep abreast with the advances in technology. According to its website, Partners for Possibility (2020) is a collaboration between school principals and business leaders that allows social harmony by encouraging principals to become community leaders of change. The programme facilitates cross-sectional reciprocal partnerships between business, government and the social sector. Another opportunity is forming school partnerships or student exchange programmes. Advances in technology may be utilised to partner with other schools in the community as well as international schools using the internet of things.

2.4.5 Importance of school climate in fostering positive relationships

The climate that prevails in a school is important in fostering a positive relationship between teachers, students and the community. Such a relationship may be formed by means of communication and shared participation between stakeholders. An open climate engenders and builds a sense of belonging among stakeholders. Suharningsih and Murtedjo (2018) describe a school climate as the social, physical and academic surroundings of the school, while Hoy and Miskel (2010) characterize the school climate

46

as relating to the views of all stakeholders on the school environment, the way it is organised and its practices; however, their definition leaves out the social aspect, which includes tolerance and diversity, as well as physical aspects. School climate involves the common reactions of individuals in a given situation and influences the way people behave in an organisation. School climate also entails the emotional and physical behaviours that dominate in an organisation.

Hoy and Mikel (2010) regard a good organisational climate as concerned with working towards a common goal, encouraging teamwork and focusing on productivity. Such a climate promotes integration, collaboration and productivity in an organisation. Hoy and Miskel (2010) further explain that a school can be examined in terms of two frames; that is, a participatory climate and a task-orientated climate. Schools with a participatory climate show characteristics of teamwork, participatory decision-making and cooperation among teachers and between the principal and the teachers. Therefore, for a school to have a positive climate the principal needs to be supportive, respectful, provide good communication and encourage creativity. Schools that adapt to the environment have a healthy climate and they exploit available resources efficiently in order to attain the set goals. It is the principal's responsibility to motivate teachers and students; therefore, for curriculum change to be effectively implemented the principal needs to create a positive climate.

A safe and healthy climate may be described as one that nurtures relationships between teachers, students and school management, supports school activities and provides a safe environment. According to Gunn (2020) a healthy culture should promote holistic growth; that is, growth of the heart, the body and the mind. The principal needs to provide a supportive environment, provide a sense of security, be a good communicator, be respectful to others and embrace diversity.

2.5 The principal and contextual intelligence

Leaders need to appreciate the different contexts in which they function. For this reason, principals need to embrace global viewpoints while dealing with the needs of the local contexts (Zammit et al., 2011). Several researchers have conducted studies on relevance of contextual intelligence in varied fields. The findings of the study by Zammit et al. (2011) indicated that contextual intelligence is a critical factor in understanding the nature of successful leadership. Contextual intelligence provides a structure for

understanding how leadership shapes context. What is therefore required is that leaders develop contextual intelligence to guide culturally appropriate interventions.

In North America, Hedlund, Antonakis and Sternberg (2002) conducted a study on tacit knowledge and practical intelligence. The qualitative study addressed the role of "practical intelligence and tacit knowledge in understanding how individuals learn from experience and develop expertise". The study showed that individuals with experience perform better than those without experience. Similarly, Alexander (2018) points out that tacit knowledge is the information one possesses that is acquired from individual experience and context. The findings of both studies suggest that experience influences contextual intelligence of a leader.

Several studies conducted in Australia, Belgium and the Gaza Strip explore the importance of using contextual intelligence in leading and managing organisations. In Belgium, Logman (2007) conducted a study on using contextual intelligence in understanding today's marketing environment. In this study, the author argues that due to demands of the modern world, there is a need to integrate contextual intelligence in marketing. The findings show that there is a difference in how individuals act in varied situations. On another note, Kutz (2008) conducted a study in Australia on the construct of contextual intelligence. The findings of that study highlighted that individuals who are contextually intelligent are executors of multiple tasks and deep thinkers who frequently integrate ideas from outside their context when making decisions. Kutz (2011) also conducted a quantitative study, the results of which indicate that effective leaders are able to diagnose the context and reflect on how to change it. In other words, individuals who are intelligent are able to diagnose contextual nuances, think and act to reshape their environment.

Wadi (2015) conducted a study in Gaza on the relationship between contextual intelligence and the practice of change management strategies for the United Nations Relief and Works Agency managerial education staff. The study followed an analytical and descriptive approach in addition to the statistical analysis. Primary data were collected by using questionnaires that were distributed among school principals, deputy school principals and supervisors. The main findings showed that there was a strong connection between contextual intelligence and the change management practice for the Gaza education staff. Similarly, Zamora and Losada (2014) conducted a qualitative study in Spain on the importance of contextual intelligence in political leadership. The findings

48

suggested that there was a strong connection between contextual factors and political leadership.

The topic of contextual intelligence has scarcely been studied by South African researchers or international researchers. Wadi's study (2015) is valuable in shedding light on the contextual intelligence concept and its application in the workplace and the possible effect of increasing the awareness of educational principals and supervisors of their own ability to adapt to change, and the ability of their staff to adapt to change. What distinguishes his research from others is that it focuses on use of contextual intelligence in education while most others focus on contextual intelligence in business.

2.6 The role of a contextually intelligent school principal

Marishane (2016) describes four main roles of a principal as being setting the school vision, developing teachers, redesigning the organisation and managing the instruction. A leader needs to lead and direct people through a shared vision by including teachers, students, parents and the community in creating a vision. By including all stakeholders, the principal gives them a sense of ownership and motivates both teachers and students to work harder (Sayed & Mcdonald, 2017). The leader can influence teachers, parents and students positively towards the curriculum change goals by recognising student and teacher achievements and rewarding them for their successes.

Another important role for the principal is developing teachers. Principals need to understand their teachers and develop them. Therefore, a contextually intelligent leader will use the past experience of the teachers and the present to reshape the future. This can be done by developing teachers and improving their working conditions. A principal can identify the expertise among the teachers and use their expertise to develop other teachers. Teachers can be trained in their areas of specialisation by inviting external experts to develop them.

A contextually savvy leader redesigns the school including the school curriculum. When redesigning the school, the principal has to bring about change in the organisational culture, infrastructure and practises to in order to respond to the changing environment (Day & Sammons, 2013). Redesigning the organisational culture involves reshaping the norms and values of the school, changing the infrastructures (buildings, desks, books) and the teaching and learning process.

A contextually intelligent leader can influence others ethically and morally. According to Kutz (2008), leaders who have good contextual intelligence skills create and promote diversity in varied contexts by being inclusive in their approach. Kutz (2008) adds that a contextually savvy leader shows interest in social trends and community events. This suggests that when principals implement change, they should involve the local and global community. Similarly, Marishane (2014) argues that a contextually intelligent leader makes certain that what matters for the school to move forward, namely expectations, principles , values, objectives and vision, is collectively owned and that there is a sense of common moral intent. A contextually intelligent principal, according to Marishane (2014), inspires people to see a better future and creates a sense of urgency for all to switch from the current situation to the new one. This implies that a contextually savvy principal influences the behaviour and attitudes of teachers, parents, students and the community regarding the school's norms and values by involving them in creating the school's mission, and promoting tolerance.

A leader who uses contextual intelligence studies the dynamic context in which the core schooling business takes place and acts 'smart.' Being smart means being alert to the background of change and taking appropriate action when it applies to the business. Such intervention includes constantly changing the main teaching, learning and leadership activities to accommodate the situation and its complexities. The conditions in which teaching and learning take place are reshaped by effective school leaders (Day et al., 2011; Marishane, 2020).

The development of people working in schools is a key feature of school leadership. This role aligns with the theory of contextual intelligence in proposing that school leaders need to have an in-depth understanding of their past circumstances (experiences), their present situation (capabilities, behaviours, concerns and motivations) and their preferred future (high expectations) in order to effectively improve their staff members. Such knowledge is an important component of the infrastructure necessary to develop their collective capacity for sustainable change. Skill development also requires empowerment and ongoing support for all staff, revealing their hidden urge to take risks in pursuing and finding new ways to enhance the performance and success of students.

2.7 The relationship between leaders and contextual intelligence

Several scholars such as Koh (2012), Khanna (2014), Wadi (2015) and Morowane (2019) have revealed in their research that there is a strong relationship between leadership and contextual intelligence. As previously noted, Wadi (2015) conducted an in-depth quantitative study on the relationship between contextual intelligence of managerial staff and change management practice. The results of the study supported the hypothesised relationships of the existence of significant relationship between contextual intelligence of managerial staff and their practice of change management strategies. The same form of contextual intelligence can be extrapolated to a school as an organisation, implying that the school principal as the leader of the school may potentially yield positive change results if he or she employs contextual intelligence.

Koh (2012) conducted a study on the relationship between contextual intelligence and managerial decision-making strategies utilising the descriptive analytic technique. The results indicated that chief executive officers were guided by context in introducing change. The findings of Koh (2012) demonstrate a significant relationship between context and change. Therefore principals need to understand context when implementing change.

In another research study, Khanna (2014) examined how contextual experiences of leadership contribute to relatedness needs and behavioural commitment. The results revealed that contextual intelligence of leadership contributes to attitudinal commitment and flexibility. Wadi (2015) highlights contextual intelligence as an essential leadership competency that provides a framework of skills that aid transitioning into new and unfamiliar roles. In addition, Marishane (2016) argues that there is a symbiotic relationship between context and leadership. The findings of these research studies emphasise the need for principals to use contextual intelligence in implementing change.

2.8 Summary of the chapter

This chapter defined curriculum change and described the enablers and barriers to curriculum change. In unpacking the role of the principal in leading and managing curriculum change, the researcher discussed the roles of the principal which include managing financial and material resources, leadership, motivating teachers, communication and the evaluation of the curriculum process. The role of context in influencing the implementation of the curriculum was discussed, focusing on institutional

factors, community factors and environmental factors. Studies reviewed showed that context has a great impact on developing and implementing the curriculum. Lastly, factors that influence the diagnosis of context were discussed which include the pace of change, failure to embrace complexity and inappropriate orientation to time.

CHAPTER 3
UNPACKING THE THEORIES OF CONTEXTUAL INTELLIGENCE

3.1 Introduction

In the previous chapter, the literature on curriculum change, leadership and management of the implementation of curriculum change was reviewed and the importance of context and contextual intelligence was discussed. The chapter then described the role of the leader in leading and managing the implementation of curriculum change. The enablers and barriers to curriculum change were discussed and the chapter described the relationship between the leader and contextual intelligence.

This chapter begins by discussing the evolution of contextual intelligence. The chapter then examines the theories on contextual intelligence as presented in the works of Sternberg (1985), Terenzini (1993), Kutz (2008), Lang (2019) and Marishane (2020). These theories are synthesised to generate the conceptual framework on which this study is based.

Several theorists have proposed that intelligence comprises several factors in addition to the anticipated talents such as intuition and experience (Brody, 2000; Davidson & Downing, 2000; Gardner, 1983). For example, Robert Sternberg (1985), a Yale psychologist, developed the "triarchic" theory of human intelligence. According to Sternberg (1985), assessment of intelligence should consider the context in which the action happens. Sternberg (1985) adds that intelligence should not be restricted to test scores, but should be focused on adapting to the real world and one's surroundings in order to shape the future. According to him, intelligence is not limited to acclimatising to context and modelling the future but is also about knowing one's strength and limitations. See Figure 3.1 below.
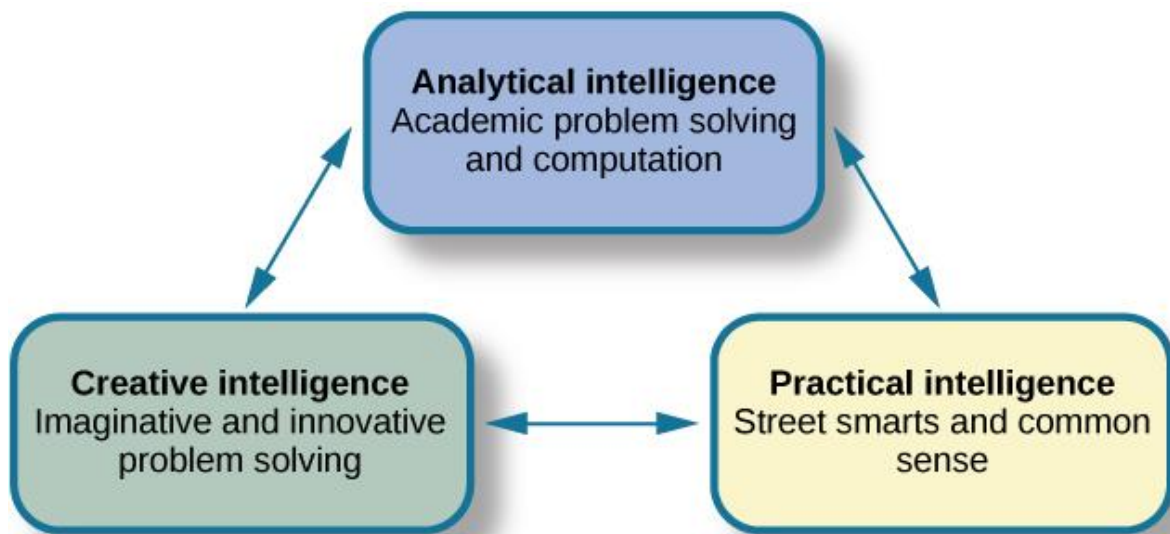
Figure 3.1: *Sternberg's (1985) three components of intelligence*

Sternberg (1985) understands intelligence as consisting of three parts, namely analytical intelligence, creative intelligence and contextual intelligence. According to Sternberg (1985), the first component, analytical intelligence, involves rational thinking, data analysis and processing. Analytical intelligence concerns itself with academic problem-solving and computations, which are the capacity of an individual to recognise patterns and correctly forecast the effects of multifaceted events. Some of the skills involved in analytical thinking are the ability to analyse, calculate, evaluate, compare and contrast. For example, when principals manage resources, they need to project the number of textbooks and computers and the amount of stationery they require for the academic year; in doing so, they are using analytical thinking.

The second component, creative intelligence, involves being imaginative and innovative. Sternberg (1985) describes creative intelligence as the ability to deal with a novel problem and develop a new and distinctive solution. Barnard & Herbst (2018) views an individual with creative intelligence as having a blend of originality, innovation, insight, discernment, and knowledgeable inquisitiveness. Both definitions describe creative intelligence as being marked by inventing or imagining a solution to a problem or situation. It involves the capacity to associate situations that are not related to come up with new ideas; this cannot measured by aptitude tests. Creative abilities include innovation and imagination. These may be applied in managing resources creatively by coming up with ways of acquiring resources using the enablers in the environment.

The third component of intelligence is contextual intelligence which is concerned with a collaborative process involving the application of skills and knowledge to real-life circumstances. According to Steinberg (1985), contextual intelligence is the ability to adapt or restructure a situation to find a better situation. Flynn (2018) refers to this component as practical intelligence which he describes as being street-smart.

Sternberg (1985) suggests that contextual intelligence is made up of both social intelligence and practical intelligence. Social intelligence is the ability to recognise oneself and others and it involves learning from one's successes and failures. Goleman (2006) describes social intelligence as involving two comprehensive categories, namely community awareness and the actions one takes about the awareness. Both definitions value the importance of being aware of others and acting on the situation. Sternberg (1985) points out that practical intelligence focuses mainly on knowledge that is not usually verbalised but is imparted in schools and considered as the real success in society. Similarly, Flynn (2018) describes practical intelligence as the capability to analyse, evaluate and create new solutions. Therefore, for an individual to perform an intelligent act they must show the potential to perform logically in real-life situations. Successful performance is achieved through the application of knowledge, logic and practical abilities. According to Sternberg (1985), training individuals to perform intelligently is highly beneficial in educational institutions. It is therefore critical for school principals to acclimatise to their environment and use appropriate interventions.

3.2 Terenzini's institutional research model

Terenzini (1993) studied contextual intelligence in educational institutions. He suggested that three tiers of skills are required in order to contextualise situations effectively. These tiers are technical knowledge, issues intelligence and contextual intelligence According to Terenzini (1993), the technical level is methodological and requires accurate data. Similarly, Autio & Soobik (2017) point out that the technical knowledge tier includes factual knowledge, proficiency in research methodology, and an understanding of computing technology and software. This stage needs one to be grounded in philosophy and grasp a multitude of practical skills. Some of the skills include psychological abilities such as learning how to set targets, being relaxed, being imaginative and being inspired. These skills are basic and do not need advanced stages of intellect.

Terenzini (1993) describes the second stage as issues intelligence, which refers to understanding the challenges that one faces when working in a particular field. These involve general concerns such as one being confident in dealing with stress and injuries and being able to balance work life. It is also concerned with skills and knowledge of how to deal with the dynamic forces of working as a team, organisational structure and leading others.

On a similar note, Autio & Soobik (2017) view issues knowledge as involving an understanding of the culture of an institution, respect for all constituents and knowledge of doing business. These skills can be described as the characteristics that a leader should possess in order to perform certain tasks in the organisation.

According to Terenzini (1993), the third tier is contextual intelligence which is concerned with knowing the values, ethos and context of the specific environment in which an individual operates. This stage focuses on familiarising oneself with the attitudes and principles of both individuals and groups on all levels of the organisation, from top management to the lower levels.

3.3   Kutz's model of contextual intelligence

Contextual intelligence is described by Kutz (2008) as the capacity to understand the variables which play a role in a given situation, and to respond appropriately and in a timely fashion to the challenges faced. Global diversity has been expanding, which has brought constant pressure to innovate and has led to frequent changes in context. The increasing changes require the ability to respond and adjust easily to the changes. Kutz (2008) states that contextual intelligence is a construct that involves recognising, diagnosing and adapting to the environment. Three skills are involved in contextual intelligence, namely an intuitive interpretation of past events, acute knowledge of present contextual variables and knowledge of the future. (Kutz, 2008).

Kutz and Wade (2013) add that the concept of contextual intelligence is embedded in non-Newtonian thinking, synchronicity and tacit knowledge. Kutz and Wade (2013) describe non-Newtonian thinking as concerned with thinking about and intermingling with the world which does not follow a sequence or anticipated representations. Some of the examples of non-Newtonian thinking would be models of behaviour and leadership which include adaptability and resilience. With globalisation and the dynamic changes in the

environment, it is vital for leaders to embrace and adapt to change. For this reason, leaders need to be resilient to the global challenges.

According to Kutz and Wade (2013), synchronicity describes two or more happenings that have no relationship at all but are somehow connected to each other. In simple terms synchronicity refers to cause-and-effect connections. Kutz and Wade (2013) describe synchronicity as related to contextual intelligence which involves eliciting skills and knowledge learnt from one context and relating it to another different situation. An example of synchronicity in education is the introduction of virtual teaching and "flipped" learning in schools. Flipped learning was introduced to encourage students to take ownership of their learning instead of relying on the teacher. This has become appropriate during the lockdown necessitated by the coronavirus pandemic. In response to the physical (social) distancing required from the emerging and changing health context, it has become imperative that all educational institutions introduce virtual learning. Therefore, the educator's role has been flipped, with teachers being required to be innovative in their teaching approaches, and principals having to change their focus from classroom teaching to e-learning in order to accommodate physical distancing as a new factor that has emerged from the environment.

Tacit knowledge is what one knows about an entity or an event to be real, but without any sense of how or where one came to this knowledge. Wan, Zeng and Zhu (2013) regard tacit knowledge as involving knowledge that is unstated and tied to the intelligences, mental experiences and instinct. Kutz (2008), on the other hand, views intuition as involving the ability to instantly integrate previous events into the new situation regardless of the origins or where the initial situation occurred. Kutz and Wade (2013) encapsulate tacit knowledge as intuition or experience. These definitions describe tacit knowledge as involving intuition which is regarded as useful to leaders when making decisions.

3.3.1 The contextual intelligence triad

Figure 3.2 shows that contextual intelligence is made up of three components, namely context, intelligence and experience (Kutz, 2008). These components provide a lens through which one can view contextual intelligence. Context refers to aspects such as internal, external and interpersonal qualities that enable or inhibit change (Kutz, 2008). Intelligence is the ability to learn from experiences, recognise problems and solve problems (Ruhl, 2019). According to Kutz (2008) the third component of contextual

57

intelligent is experience, which refers to the ability to obtain insight from varied experiences.
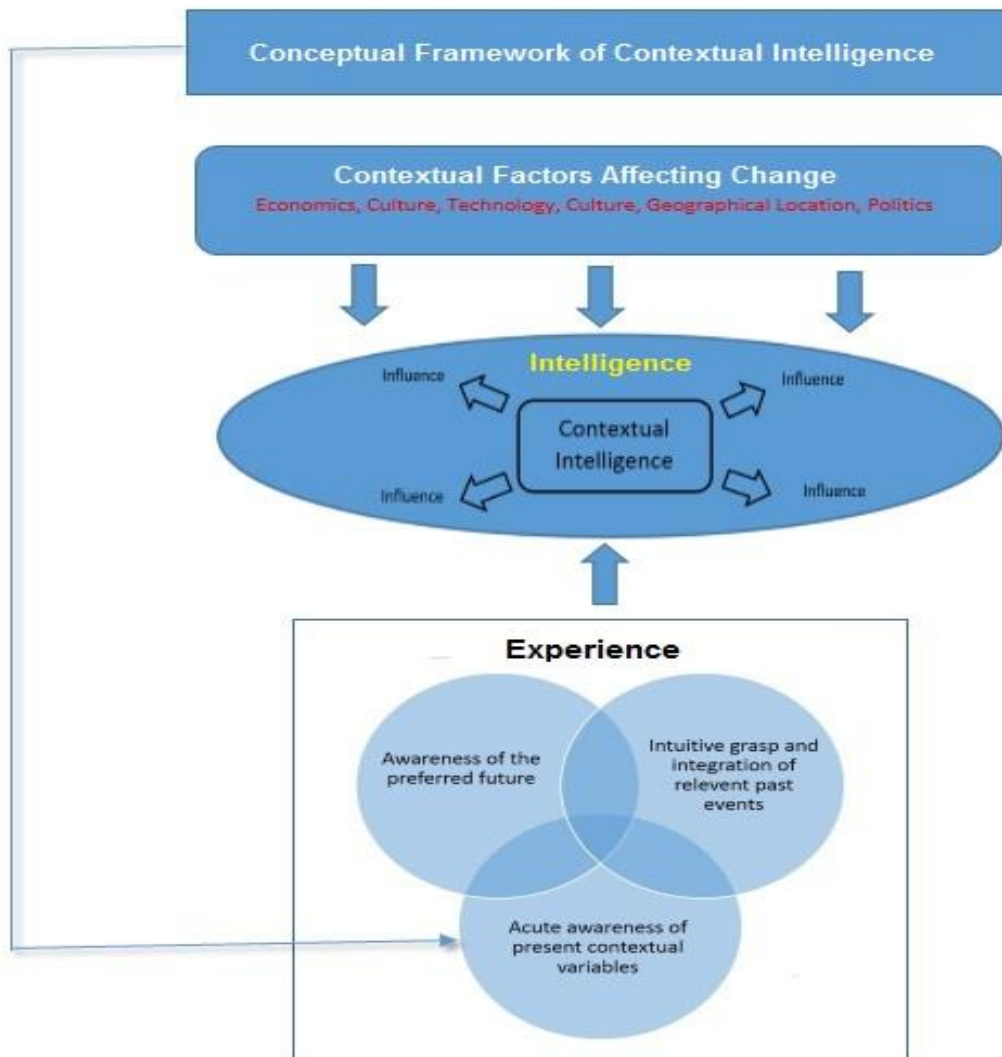
Figure 3.2: *Contextual intelligence triad (adapted from Kutz, 2011)*

Context is the background to which an incident takes place, according to Kutz (2008). Contexts come in various forms and involve any scenarios that are introduced in an event. Kutz (2008) also describes context as all the external, internal, interpersonal and intrapersonal variables that play a role in each situation and circumstance's uniqueness. On the other hand Tennant (2017) describes context as situations that form the setting for an occurrence, report, or idea, and in terms of which it can be fully assumed. The operational definition of context is any data that can be used to characterise the entity's

58

condition. An entity can be described as a person, place, or object that is viewed as pertinent to the collaboration between the user and the application itself.

Kutz (2008) argues that the context refers not just to the work situation, geography, demographic, or being efficient in methodological capabilities; rather, context usually deals with existent and apparent psychological, societal, physical, and philosophical conditions and it also includes geography, gender, businesses, job titles, government policies, values and beliefs and the climate of an organisation.

Context is made up of interdependent variables including economic, cultural, technological, geographic and political variables. The presence of contextual variables makes each context unique; such variables connect to form the contextual ethos. Leaders who use contextual intelligence are able to diagnose the culture and dynamics of their organisation and use them as enablers to shape the new situation.

Kutz (2011) suggests that intelligence can be obtained by interpreting different events and using intuition. This portrays that intelligence is not only a result of formal education, experience or intellect. According to Froiland & Davison (2020) intelligence is the ability to comprehend, understand and profit from experience. Froiland & Davison (2020) further argues that the operational definition of intelligence includes being able to comprehend complex ideas and adapt effectively to the environment. Both theorists view intelligence as not being limited to intellect only but also involving experience and adapting to the environment. By contrast, Becker, Baumert, Tetzner, Maaz and Köller (2019) view intelligence as the cognitive ability to observe, learn, educate and handle challenges using innovative solutions. Through purposeful thinking and effective use of knowledge, one is able to adapt to new situations and environments. Therefore, intelligence can be described as the ability to learn from experience, to engage in different forms of reasoning and to overcome obstacles by careful thought. Interpreting events, using intuition and learning from experience is all part of intelligence.

Experience is the mechanism by which information or abilities are gained by doing, seeing or experiencing things. Experience involves awareness of the past, the present and the preferred future. According to Becker et al. (2020), experience sometimes refers to one's level of capability, either in general or limited to a specific subject. In general, the idea of experience applies to know-how rather than propositional knowledge, training on-the-job rather than book-learning.

3.4 Lang's theory of contextual intelligence

Lang (2019) presents four significant dimensions of contextual intelligence. These dimensions are contextual sense-making, contextual adaptation, response judgement and situation awareness including assessment. The diagram below represents the four dimensions.
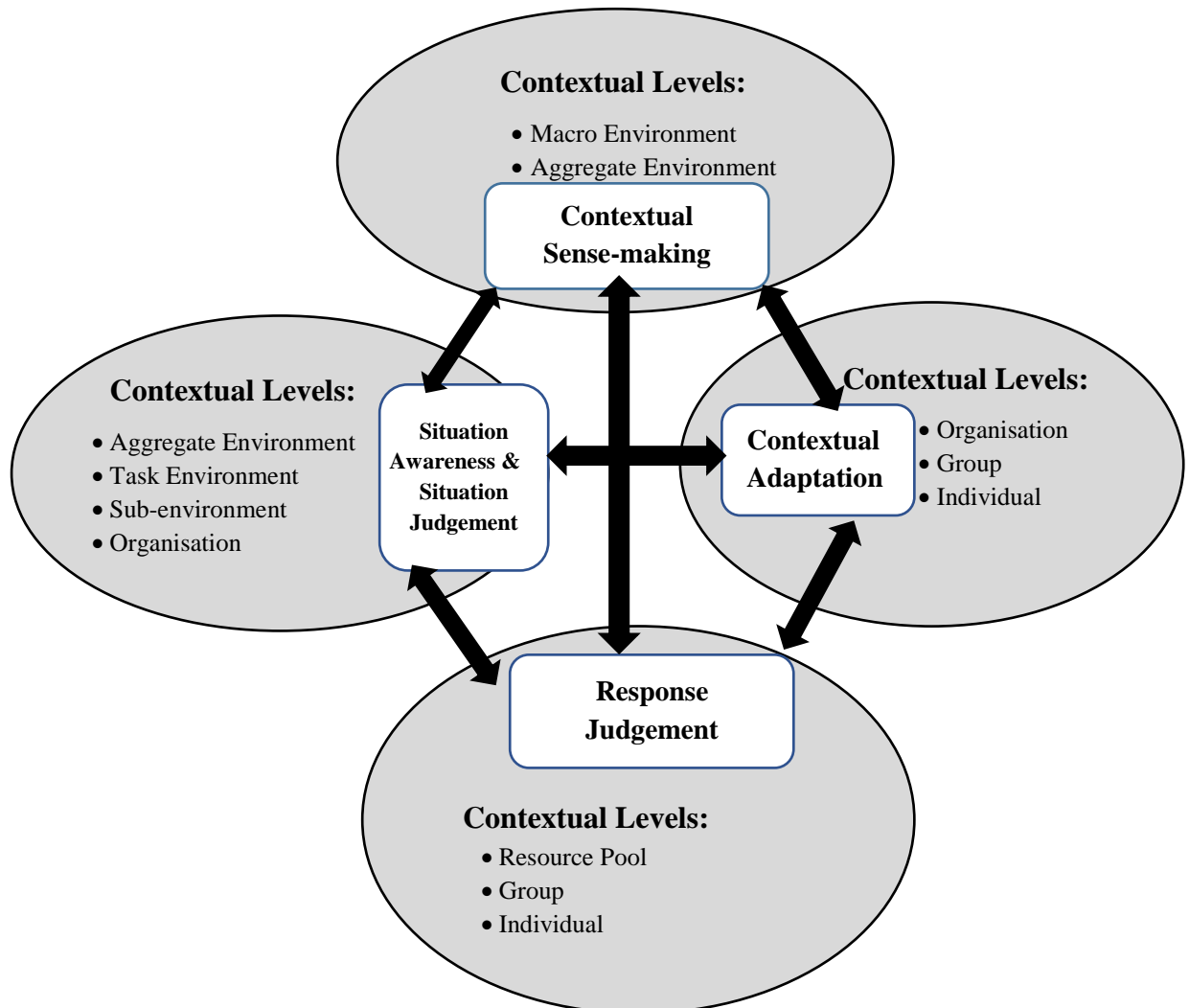
Figure 3.3: Diamond model of contextual intelligence (adapted from Lang, 2019)

3.4.1 Sense-making

According to Lang (2019) the first dimension of contextual intelligence involves comprehending the situation and making sense of it. Soergel and Zhang (2019) define sense-making as a process by which individuals interpret and give meaning to their

practices. Lang (2019), on the other hand, defines sense-making as the process of scanning, deducing and action. Therefore, sense-making can be defined as a process of observing one's surroundings and organising the data in way that provides meaning and develops appropriate ways of tackling a situation. The process involves coming up with depictions to organise information and use it as a guide in making decisions. It also includes analysing pertinent information concerning the changes and predicting the future (Lang, 2019). Lang (2019) argues that situational awareness is interconnected with contextual sense-making as it can make sense of past events (retrospective sense-making) and also predict desirable future actions (prospective sense-making). Similarly, Kutz (2008) describes contextual intelligence as involving awareness of the past, present and future experiences. This suggests that contextual intelligence involves sense-making. Prospective sense-making involves predicting future opportunities when leaders are faced with complex decision-making. Leaders can use prospective sense-making when moderating their structures and creating new ones by envisioning the desired future. According to Lang (2019), a leader experiencing multifaceted and vague situations uses both retrospective sense-making and shared sense-making. While an individual's previous experience, knowledge and skills influence their sense-making, when individuals constantly interact over time in an ambiguous situation they tend to influence each other's beliefs and come to a compromise. When individuals interact and share information to make a shared decision they are likely to use both retrospective and prospective collective sense-making (Lang 2019). A decision made through team sense-making is likely to be balanced and logical as there has been input from varied beliefs, values and contexts. Therefore, leaders who practise shared decision-making about a challenge usually produce meaningful and rational decisions. This is supported by Shian, Hsu-Hsin and Aihwa (2010), who explain that when decision-making is shared, it results in motivation, satisfaction and commitment. It is therefore pertinent for leaders to immerse themselves in varied social contexts, to interact with the relevant important stakeholders and to widen their social network to reach logical and lucid decisions. Leaders need to engage in collective sense-making when dealing with intricate and equivocal situations. As the saying goes, "two heads are better than one".

3.4.2 Situation judgement

According to Lang (2019), the second dimension is situation judgement. This involves the leader trying to comprehend the important issues in a particular situation, identifying causes and effects, as well as envisaging the circumstances. Situation judgement can

accordingly be described as examining one's understanding of a context and rationalising its relevance and importance. It is a process by which the value of a particular circumstance is rationalised or assessed. Lang (2019) describes situation judgement as a process of progression from sense-making to sense-giving. Sense-giving requires the involvement of subordinates and followers to comprehend their assessment of a situation and then influencing others to make a judgement of the situation. For example, if a principal wants to implement a curriculum change as directed by the Department of Basic Education, he or she can start making sense of the decision by gathering information and then involving other stakeholders such as deputy principal, HODs, teachers, students and parents in judging the situation. Involving other stakeholders will result in a rational judgement of the situation since it will have been done collectively.

3.4.3 Contextual adaptation

Lang (2019) categorises contextual adaptation as the third dimension of contextual intelligence. According to Lang (2019), contextual adaptation involves adjusting one's situational awareness and judgement. It involves modifying one's thoughts in order to create suitable responses, evolving decisions or unclear changes in order to accommodate other demands from the external situations. This requires an individual to adjust their knowledge, values, beliefs and actions to appropriately respond to a given situation and being culturally sensitive. Principals might face situations which require them to be tolerant of other cultures. Such situations require them to embrace diversity in order to make rational decisions. This might require adjusting their values and beliefs in order to respond appropriately.

3.4.4 Response judgement

Lang (2019) regards the fourth dimension of contextual intelligence as the response to judgement. This refers to the process of finding the best response to a specific condition depending on the circumstances. Lang (2019) views the response judgement process as requiring creativity in solving problems when dealing with unpredictable conditions. This stage requires leaders to lay out the options and select the option which effectively responds to the demands of the external environment. For leaders to be able to make sensible decisions, they need to apply all four dimensions starting with making sense and awareness of the policy change, adapting to the change and responding to the judgement.

Having discussed theories proposed by theorists such as Sternberg (1985), Terenzini (1993), Kutz (2008), Lang (2019) and Marishane (2020), the researcher views contextual intelligence as involving rational and logical understanding and adapting to a new situation using past and present experiences, as well as using collaborative decision-making in order to shape the future. This suggests that contextual intelligence is multidimensional. These dimensions assist in making sense of the situation by understanding context, collective rationalising of the situation, adapting to the situation and using past experiences to shape the future.

3.5 The contextually intelligent school leader model

Marishane (2020:15) defines seven facets of a contextually intelligent school leader as being leadership personality, leadership practices, leadership behaviour, leadership relationships, leadership abilities, leadership knowledge and leadership approaches. According to Marishane (2020) these elements are linked together by a particular paradigm. Figure 3.4 below presents the seven elements of a contextually intelligent school leader.
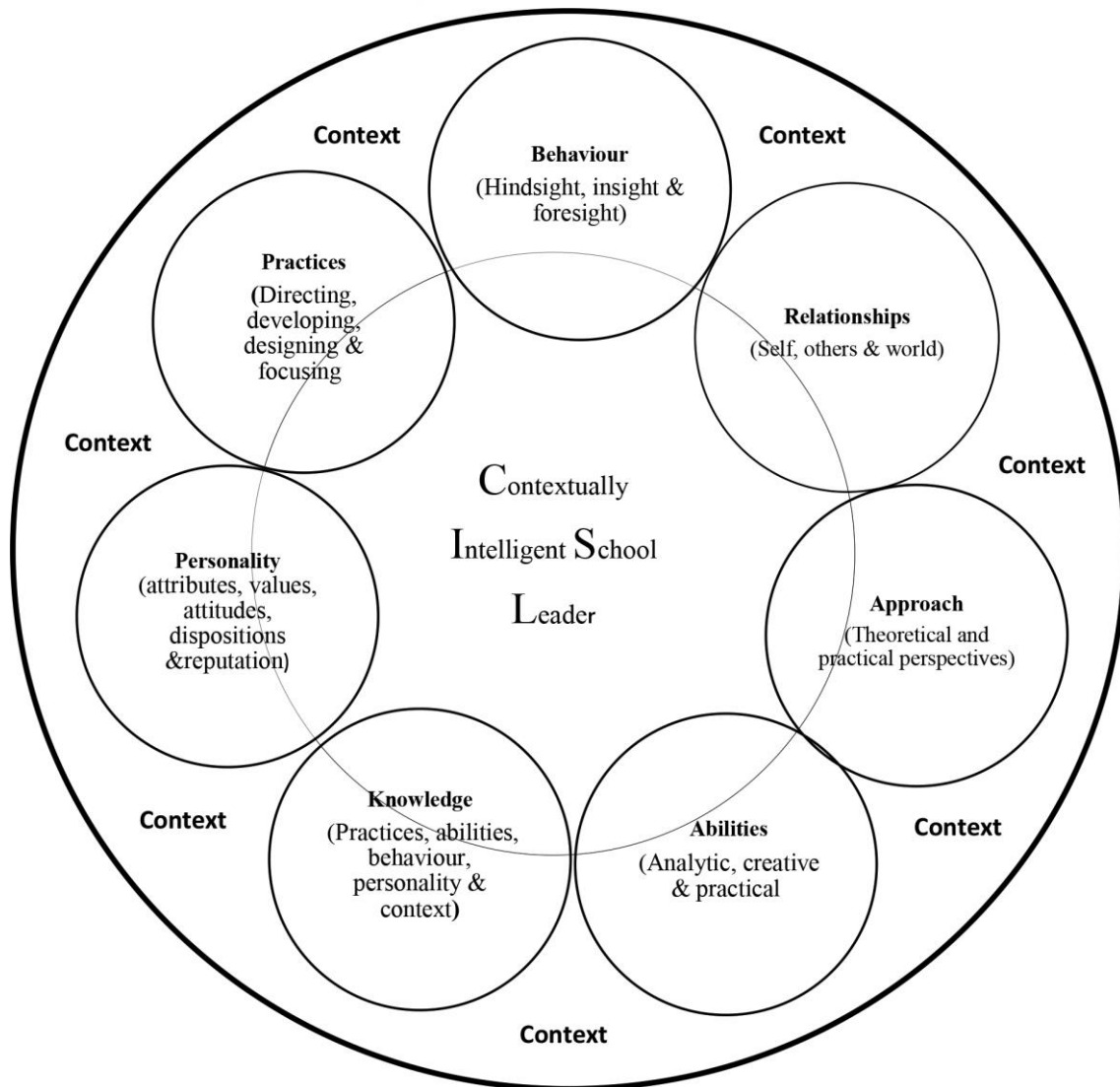
Figure 3.4: *Contextually intelligent school leadership model (adapted from Marishane, 2020)*

3.5.1 Leadership and personality

According to Nuckcheddy (2018), personality is a mixture of patterns that influence conduct, thought, inspiration, and feelings in a person. The personality of a person influences how that person thinks, acts, feels and behaves in a particular way. These patterns influence personal expectations, views, attitude, beliefs, norms and values over time. Rauthmann, Sherman, and Funder (2018) explain that there is mutual dependence between character and circumstance, suggesting that the way an individual is understood depends on the condition and how the condition is observed. In support,

Marishane (2020) points out that there is a significant relationship between personality and context. This is in line with Kashdan and McKnight (2011) who find that personality is expressed and formed in societal circumstances. Therefore, personality is understood according to context. According to Marishane (2020) a person is a social being and not an island; therefore, personality cannot be separated from context. Consequently a principal's personality is determined by the context in which he or she exists. Marishane (2020) adds that the personality of a leader includes attributes such as self-concept, self-efficacy, and willingness to try new things and to face or avoid challenges. Self-efficacy refers to self-constructed beliefs one holds about oneself and the responses of others. Self-efficacy involves a person's belief in his or her ability to execute certain behaviour to attain specific achievements such as motivation and energy. According to Hogan and Judge (2013), self-identity is generated inwardly and comes from how an individual views himself or herself. While Abrahamse (2019) describes self-identity as constant and noticeable aspects of an individual's perceptions, both definitions refer to the way in which individuals view themselves. On the other hand, reputation is produced externally, referring to how others perceive an individual. Hogan and Judge (2013) and Abrahamse (2019) point out that, how people behave in the future is determined by how they have conducted themselves in the past and their reputation represents their past behaviour.

A contextually savvy principal is sensitive to the needs of all stakeholders, referring to teachers, students, parents, community and the external community. This suggests that principals should engage with all the stakeholders and be transparent in sharing information, interacting with them and be open to criticism and suggestions. Principals should be accepting, inventive, imaginative and exceptional.

3.5.2 The influence of leadership practices within the school context

Leaders connect with their school context in the way they perform their duties. According to Leithwood (2008), some of the core practices include coming up with a vision, setting direction, building and maintaining relationships, managing teaching and learning and reshaping the organisation. Marishane (2020) argues that these leadership practices are carried out differently in varied contexts.

According Eduflow (2014), in order for principals to set a vision for curriculum change they need to review the school's previous performance by checking student academic performance, extracurricular achievements and teacher performance. This exercise should be done in collaboration with teachers, the school management team and

65

parents. The principal must consult the teachers and parents before establishing the school vision for curriculum change. The curriculum change should include teacher development and provision of materials.

Waldron, McLesky and Redd (2011) argue that principals need to collaborate with teachers and parents in setting direction for the school. This is done by redesigning the school, providing healthy conditions and high quality instruction. Contextually aware principals ensure that they build relationships with the community and other stakeholders. According to Eduflow (2014) the most effective principals focus on building relationships with the community, a healthy environment and a welcoming climate.

Principals are of critical importance in developing a professional community through shared leadership and empowering teachers and parents. According to Eduflow (2014) principals who share leadership with teachers and the community are likely to have improved working relationships with each other and high student achievement. Principals who use contextual intelligence promote professional development for both teachers and parents. This can be done by organising continual education for teachers and parents.

3.5.3 How leadership behaviour sets the school tone

The traits and actions that make a leader effective are referred to as leadership behaviour. The behaviour of a leader is the process in which the leader guides and influences others to meet specific goals (Juneja, 2020). Leaders use these behaviours to inspire others to take action towards the vision of the organisation. According to Marishane (2020), the way leaders behave can change a situation. Individuals may be in the same situation but might behave differently. Therefore the way a leader behaves might be a reflection of the conditions in which the leader works. Principals might have the same qualifications and experience and work in the same district, but their responses to curriculum change may differ. Marishane (2020) argues that leadership behaviour can be either task-orientated or personally orientated. A contextually savvy leader is one who integrates peoples' needs and demands with task expectations to fit the situation. Furr & Funder 2018) point out that behaviour of an individual is a combination of person, behaviour and condition. Therefore principals need to familiarise themselves with the behaviours of their teachers and the classroom conditions under which they operate, in order to predict teachers' classroom behaviour.

3.5.4 The importance of leadership relationships

Leaders connect to other people in the broader context (socially, economically, culturally and educationally, politically and technologically). For this reason, leaders need to maintain relationships in order to connect with all stakeholders. According to Marishane, leadership in school contexts varies in level and form. Leaders connect to different people at different levels; for example, at school level they connect with students and teachers. However, they still need to engage with parents, community and other stakeholders. Principals also connect with the global world as it influences the school context. Relationships take place over time and are reflected by attributes such as norms, values, reliance, trustworthiness, obligation and sympathy. Relationships are an interaction between leaders and followers and therefore need to be nurtured. Context is valued as it influences the way leaders relate to others.

3.5.5 The influence of leadership abilities and competencies

Marishane (2020) defines competency as the ability and skills to reason and act in a desired manner. It is a collection of connected information, skills and approaches concerning how one performs and it is measured against certain criteria. Similarly, Sturgess (2012) defines competency as involving the capability to deal with multifaceted demands by drawing on skills, knowledge and abilities in a particular situation. Both authors emphasise the importance of acquisition of skills and knowledge connected to job performance. Competency is regarded as a value-added mixture of talents and skills. Sternberg (2007) describes three categories of abilities an intelligent leader possesses as being analytic, creative and practical. A principal who possesses analytical skills is able to make a diagnosis of a situation, examine existing occurrences and compare and contrast between phenomena in the surroundings, inquire and evaluate the different viewpoints. An analytical leader is capable of differentiating between what is right or wrong and what is acceptable or not. A principal with practical abilities and skills acts smart, makes good choices and adapt to new situations, while a creative leader is innovative and inventive. An intelligent leader requires all three abilities in order to be able to deal with the evolving contexts.

3.5.6 Demonstrable leadership knowledge

According to Henriques (2013), knowledge can be described as mindfulness of or expertise with various matters, events, thoughts, or actions. Mohajan, Haradhan (2016)

view knowledge as a collection of facts, skills and information and skilful insight which offers a structure for incorporating new experiences and information. The definitions mentioned above emphasise the gathering of skills, facts, thoughts and information in order to improve the effectiveness of an organisation. Organisations regard knowledge as a warehouse of intelligence for development; therefore, members of the organisation need to be sincere in creating and sharing knowledge in order to improve the effectiveness of the organisation. Marishane (2020) argues that schools today operate in a dynamic, unpredictable, competitive environment which requires knowledge. Therefore schools, like any other organisations, require leaders who are intelligent and knowledgeable.

The leader's self-knowledge and knowledge for others is connected to the context in which it exists. Knowledge can be gained through interaction with others, through learning experiences and through common sense. It assists a leader in connecting and communicating with the context by ensuring that the leader co-exists with and relates to context meaningfully. Marishane (2020) confirms that informed decisions are made through knowledge of context. This suggests that principals need to use knowledge in order to make productive decisions.

According to Mahajan (2016), information-sharing and information transfer are useful ways to exchange knowledge in an organisation. Knowledge is built from facts, data and prior knowledge. Prior knowledge improves the formation of established and advanced knowledge. Knowledge is essential in solving problems and decision-making as it holds stronger meaning than data and information. Mahajan (2016) distinguishes between tacit knowledge and explicit knowledge. Tacit knowledge is intangible and therefore difficult to express in language, diagrams or figures. Tacit knowledge comes from the mind of a person and is focused on life experiences, reading, learning, values, and professional knowledge. It is gained from observing, replicating and working under a master's supervision. Principals need to be knowledgeable and exemplary in order for teachers and students to gain knowledge from the principal. A contextually intelligent principal encourages knowledge-sharing between teachers, students and parents.

Explicit knowledge is explained in formal and systematic language. It can be stored in specified documents or written down. It is logical and objective and can be explained by language, numbers and formulas and can be stored and disseminated by technology (Ekore, 2014). Explicit knowledge can be classified, stored, reassigned and is easily stated. Some of the sources of explicit knowledge are policies, procedures and data

68

bases. Tacit knowledge and explicit knowledge are complimentary and therefore a principal needs to use both tacit knowledge and explicit knowledge.

According to Marishane (2020), an intelligent leader needs wisdom in addition to knowledge. A leader with wisdom does not entirely depend on existing knowledge but creates new knowledge and shares it with others. Sternberg (2007) describes wisdom in terms of five knowledge elements, which are knowledge about life conditions, knowledge about giving advice about life situations, knowledge about life contexts and relationships, knowledge about values, goals and priorities, and knowledge about the unpredictable nature of life. A contextually savvy leader needs to have a mix of these knowledge elements in order to be effective in leading and managing curriculum change.

Although these contextual intelligence elements interact with each other, there is no single way to connect these elements to context. Therefore a leader needs to integrate the elements in order to successfully implement curriculum change.

3.6 Contextually intelligent curriculum leadership and management construct

From the five theories discussed, namely those of Sternberg (1985), Terenzini (1993), Kutz (2008), Lang (2019) and Marishane (2020), the researcher synthesised a contextually intelligent curriculum leadership and management construct as shown in Figure 3.5. Six components of contextual intelligence were found to be common to all theories of contextual intelligence. These components are intelligence, intuition, knowledge, innovation, experience and adaptation.
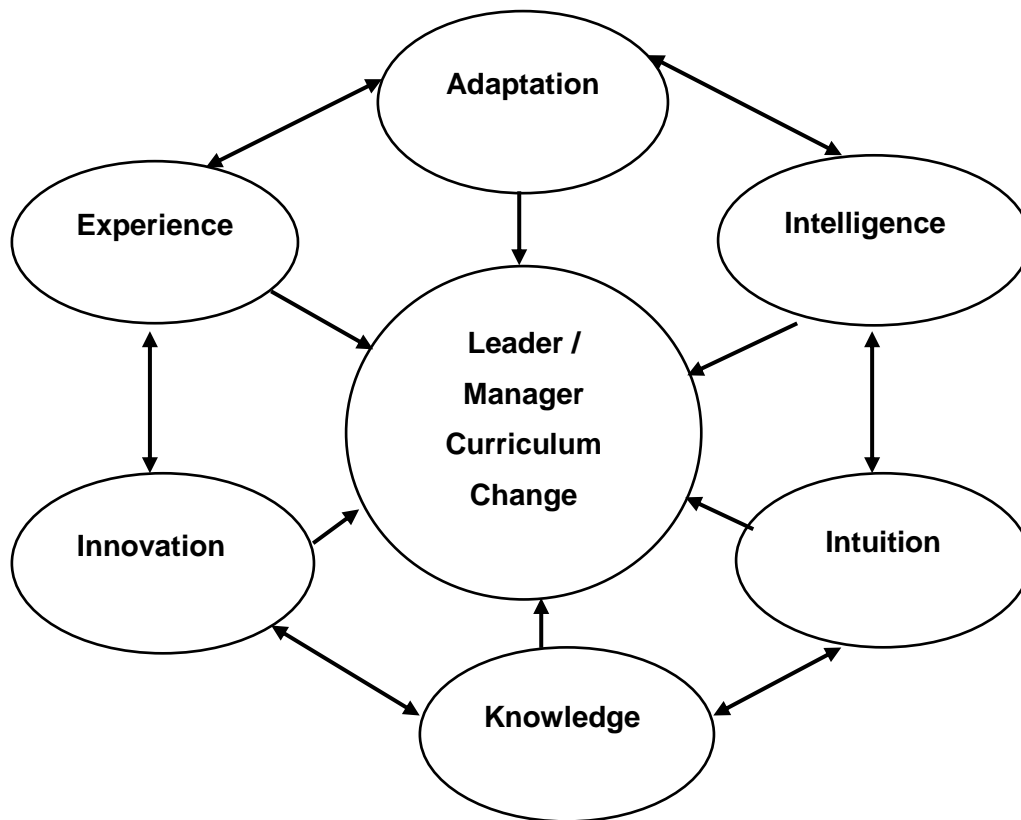
Figure 3.5: Contextually intelligent curriculum leadership and management construct

3.6.1 Different manifestations of Intelligence

Becker et al. (2019) view intelligence as the cognitive ability to observe, learn, educate and handle challenges with innovative solutions. Through purposeful thinking and effective use of knowledge, one is able to adapt to new situations and environments. There are many theories of intelligence in existence, for instance, that of Gardner (1983), a Harvard developmental psychologist, who presents a theory of multiple intelligences. Gardner (1983) believes that the conventional psychometric views of intelligence are too sparse and that human beings have various ways of learning and processing information. He consequently explored eight domains of intelligence. One form of intelligence is the logical-mathematical which allows a person to recognise patterns and relationships to manipulate numbers or solve logical problems. Linguistic intelligence is the ability to use language and words to read, write, speak, listen and sign. Spatial intelligence refers to the capacity to perceive relations between different objects in space. Kinaesthetic intelligence involves skilful movement of the body to create something or solve problems.

70

Musical intelligence is the ability to discern and create patterns of pitch, rhythm and tone. Although interpersonal and intrapersonal intelligence are commonly confused, they have distinct differences. While interpersonal intelligence concerns understanding the feelings, thoughts, motives and intentions of other people, intrapersonal intelligence on the other hand, concerns being able to interpret one's own feelings to build meticulous mental models of oneself to assist in making decisions about one's life. A naturally intelligent person is one who is able to distinguish and categorise living things in the world such as plants and animals.

Sternberg proposes three aspects of intelligence, namely analytical, creative and practical. According to Sternberg, practical intelligence refers to the ability to solve problems using your intellect and is commonly known as being "street-smart". Creative intelligence is the capacity to apply newly found skills to handle problems or cope with new situations. Analytical intelligence entails the breakdown of problems into components for solving the issues at hand. Sternberg's theory of intelligence suggests that people can learn and adapt to their environment throughout their lifespan. In contrast, Gardner's (1983) theory illustrates that intelligence is not learnt, but rather something a person is born with. The concept of intelligence is complex in that it consists of various factors such as socioeconomic status and the environment which play a role in how intelligence can be defined. For example, people of low socioeconomic status tend to have lower IQ scores owing to their lack or opportunity and resources (Becker et al., 2019).

A principal who uses contextual intelligence is more analytical, creative and uses logic in decision-making. Such a principal is objective and reflective when dealing with members of staff and stakeholders. Staff performance and feedback are provided in a timely fashion, and the whole process of curriculum implementation is evaluated and feedback is communicated timeously to all stakeholders. Principals use contextual intelligence in managing resources, for example they have to plan and budget resources. For a principal to be able to plan and budget for resources, he or she has to use intelligence to make predictions. Leaders who have intelligence gather information and use the information to make rational decisions. A contextually savvy leader uses intelligence to adapt to a new situation with little difficulty.

3.6.2 Intuition as a critical element in decision making

Netoa and Iidab (2018) describe intuition as the ability to understand something without conscious reasoning or without words. It also involves the ability to listen at many levels without words; for instance, the ability to feel or sense danger comes through maturity, experience and ability to listen. According to Netoa & Iida (2018) when individuals use intuition they combine pieces of information to come up with the most appropriate decision. They add that intuition stores much information which can be used to make a decision, therefore intuition should not be dismissed as an aid in decision-making.

Netoa and Iida (2018) explain that intuitive thinkers usually think systematically and in a complex way by detecting interdependent variables. They argue that intuitive thinkers know how to evaluate decisions that they made previously that proved to be a success in a given context. Such leaders are visionary and therefore able to recognise change and adjust accordingly to the new situation. According to Netoa and Iida (2018), leaders who use intuition are open-minded team workers who build healthy relationships with subordinates. Girdler (2014) discusses some benefits of using intuition in leading and managing change as having a sense of mission and purpose with a clear vision. When one uses intuition, he or she may open one to new ideas which the rational self would not allow (Girdler, 2014). Therefore leaders who use intuition are inclusive in decision-making.

School principals, like other leaders, sometimes have to use intuition in dealing with personnel instead of using performance appraisal. In case of setting targets, decisions might not be based on experience but rather on "gut feel". For example, a principal can use intuition during evaluation and setting targets. A principal can also use intuition when determining the strengths and weaknesses of teachers. During allocation of grades, a principal might give a teacher a grade to teach based on intuition instead of performance. A principal can also use intuition by having the ability to integrate with others when networking with the community. Principals who use intuition are cautious and reflective when making business decisions. When faced with complicated decisions, sometimes giving the decision time and reflecting on the options can lead to successful outcomes.

3.6.3 How knowledge informs application

For any school principal to be successful in leading and managing a school, he or she needs to be knowledgeable. According to the Merriam Webster dictionary (2018),

knowledge is the state of learning something with familiarity gained through experience or association. It involves understanding a science or technique. Bolisani and Bratianu (2018) describe knowledge as having three basic conditions, namely the truth condition which proposes that something is true, the belief condition which proposes believing something, and the justification condition which requires a practical way of justifying something. Similarly, Pritchard (2006) argues that knowledge is believing in a proposition and believing that it is true. Both theorists emphasise the importance of belief and truth. The researcher agrees that belief and truth are important to knowledge, particularly adding the aspect of knowing something through experience or association. What might be regarded as knowledge could change because of new experiences. In managing curriculum change, principals need to have knowledge which is based on truth.

In a school situation a knowledgeable principal is able to develop teachers, students and the community using his or her knowledge and skills According to Postolache (2017), knowledge benefits an organisation by improving decision-making. This is in line with Garfield (2019), who notes that knowledge helps with decision-making and problem-solving. It is easier for principals to make decisions on curriculum change when they have knowledge. A knowledgeable principal delivers relevant information at the time it is required through structure, consultation, syndication and teamwork. By being inclusive in decision-making the leader benefits from diverse opinions, varied experience and expertise. Therefore when making curriculum change decisions, principals need to be knowledgeable.

In managing curriculum change, all stakeholders, specifically deputy principals, teachers, students and parents, require information. Therefore principals need to be knowledgeable in order for them to communicate effectively. Knowledgeable principals and teachers share information effectively and stimulate creativity (Garfield, 2019). Similar sentiments are expressed by Postolache (2017), who argues that managing knowledge properly helps employees gain access to important information and produce improved outcomes. A principal who is knowledgeable is likely to stimulate innovation among teachers and promote creativity.

A principal needs to have in-depth knowledge of the school's context and an understanding of the way the school operates, as well as an awareness of the past and present in order to reshape the future (Kutz, 2008). A knowledgeable principal evaluates the internal operations, structures and school processes, as well as interpersonal relationships (Marishane, 2020).

73

3.6.4 Innovation is a game changer

The term innovation means to create a new idea and put it into practice. It involves developing something new with the intention of meeting customer needs (Geissdoerfera, Vladimirovab, Van Fossenb & Evans, 2018). According to Mykhailyshyn, Kondur and Serman (2018), innovation is the creation or formation of new ideas. In education innovation involves finding ingenious ways of teaching and learning and dealing with the challenges that come with them. Marishane (2020) shares similar sentiments by arguing that for a leader to have to be able to cope with environmental challenges they must have expertise. By finding new ways of teaching and learning, a leader is being innovative. Innovation in education has a broader meaning which includes educational, scientific and technological, infrastructural, economic, social, legal, administrative and other innovations. Innovation can also refer to inventions in pedagogy, science, methodology and technology. Examples of innovation in education include creating new teaching and learning methods and finding solutions to challenges in the environment.

Geissdoerfer et al. (2018) describe product innovation as consisting of the creation or improvement of a service in the market. They suggest that service innovation is similar to product innovation in the sense that it consists of the creation or improvement of service in the market. Educational developments are understood as a tool for an educational operation that varies substantially from existing practice and is used in a competitive setting to improve the degree of performance. Geissdoerfer et al. (2018) add another category of innovation, namely social innovation. Social innovation refers to any new practice that is designed to meet social needs in an improved way. Improving working conditions, providing more education, developing community health or equality are all factors that social innovation seeks to address.

A contextually savvy school principal uses innovation to redesign the school. For example, a principal can be innovative by marketing the school to the community and other stakeholders. A school principal can apply service innovation by improving the teaching and learning methodologies and may also make a difference in the community through social innovation by providing classes for the community during breaks and offering adult education after school hours.

According to Marishane (2020), redesigning the school involves bringing change to the school culture, structures and systems. When a principal changes the organisational culture, he or she brings in new preferred relationships, norms, values, positive habits

74

and attitudes. Re-culturing an organisation requires learning ways of doing things collectively, being accountable and being innovative. Such a leader promotes diversity and facilitates diversity by encouraging opportunities for diverse cultures to interact and to learn to tolerate each other.

A leader who uses contextual intelligence appreciates the importance of networking. School leaders are the chief executives of the school and are therefore strategically positioned to connect the school to the national and international community. With the introduction of Partners for Possibility, schools can form partnerships with peer private schools, private companies and NGOs. By partnering with different stakeholders, principals are mentored in order to restructure schools. This includes sharing good practices and widening opportunities for the school and the students, for example securing apprenticeships for students in companies. An innovative principal will widen the school networks to get support. With the coronavirus pandemic, schools need to have technological equipment in order to provide education. An innovative principal will create networks with multiple stakeholders in order to get support with technological equipment and training.

3.6.5 Experience as an essential aspect of human development

Experience is something one has seen, done or felt. According to Becky (2020), the concept of experience refers to know-how or on-the-job training and a person with experience has many skills and much knowledge. The Interaction Foundation Design (2015) categorises experience as physical, mental, emotional, spiritual and social. Physical experience has to do with an individual's interactions with the environment, which are usually in the form of observations. Mental experience involves intellectual awareness such as thoughts, emotions, memories, previous experiences and imagination. Social experience refers to individuals with the skills and habits required for an individual to participate in society. Some of the shared social experiences can be in the form of norms, values, traditions, culture and language. Spiritual experience is more complex as it involves religion and some individuals might not be spiritual.

Hunt and Carnevale (2011) view experience as an essential aspect of human development which is illustrated in various ways, such as in day-to-day life, education and work. Day-to-day life experience is subjective and it fosters identity formation. In addition, how and where a person grows up shapes their morals, ethics and values. For instance, people's moral experience influences what they do on a daily basis in addition

75

to their decision-making. Their decisions are influenced by what they believe is right or wrong, good or bad, or just or unjust (Hunt & Carnevale, 2011) Educational experience involves baseline skills that are required to survive in the world. From an early age, schools are the environments in which children's mental activity is invigorated; this occurs through intellect, thoughts, emotions and memories. Educational experience facilitates mental growth, not only stimulating the brain by means of learning, but also the personality which is forming concurrently. Moreover, through interaction with peers with different personality traits, friendships are formed. The educational setting and the environment of the school are factors that also contribute to whom the individuals will become in society (De Neve, 2015). In support, Podolsky and Kini's (2019) studies revealed that there is an important relationship between experience and effectiveness in teaching. Therefore, educational experience is critical when selecting principals, as their day-to-day decisions are greatly influenced by this experience. Workplace experience is also very important because it seeks to ensure credibility. A person's experience has an impact on their likelihood to succeed; therefore the probability of a person being hired for a job is heavily dependent on their employment history. Nowadays, the world has become more globalised such that many people find jobs that are in different regions, countries or even continents, but experience still plays a significant role (Suutari,& Brewster, 2017).

In a school situation, principals require past and present experience to lead and manage curriculum change. A principal is likely to use mental experiences to plan and budget for required resources such as stationery, textbooks, technological equipment and infrastructure. The principal's duty is to ensure that resources are secured and allocated fairly. Such a role requires a school principal who has experience in managing human and material resources. When planning and budgeting resources, the principal uses thought and imagination. In some cases a principal might have to apply physical experience; that is, the principal may be moved from one province to another or he or she may decide to work in a different country; this will require physical experience. Physical experience is gained through changes in location, scenery and landscape and infrastructure. An experience from the past might help the principal adapt to new physical changes when moving from one school to another. For example, a principal who has lived in a rural setting previously may use his or her experience from the past to adjust to a rural posting.

Principals have huge social responsibilities and therefore require social experience. Social experience involves norms, values, tradition and culture. A contextually savvy principal uses past and present experiences to deal with teachers, students, parents and the community. For example, one of the principal's roles is supervision of members of staff. A principal can use experience in identifying the strengths and weaknesses of teachers and in giving them feedback. A contextually aware principal uses the enablers among teachers, for example experienced teachers can be assigned to new teachers and inexperienced teachers in order to mentor them. In subjects like technology, a principal can use specialised teachers to train other teachers, which reduces the costs of hiring experts to train teachers.

As put forward by De Neve (2015), the associated norms of the culture in which a principal was raised are likely to influence decision-making at work. Therefore principals need to be aware of the norms and values of the community in which the school is situated and involve all stakeholders in decision-making to avoid bias. When dealing with the community the principal needs to understand the culture of the community and to be inclusive.

3.6.6 Adaptation as a survival instrument

Adaptation is a physical or behavioural human characteristic that helps humans to survive in the environment in which they exist. It is the ability of an individual to do things that are unknown to them. According to Camerona and Schoenfeld (2018), adaptation can be of the following types: structural, behavioural and physiological. Structural adaptation involves the physical features of an individual to help them to survive in their surroundings. Physical changes are associated with changes in the physical environment. In curriculum change, physical changes may be a change of textbooks or equipment or a change in teaching methods or assessment methods. Nuckcheddy (2018) views adaptation as the successful interaction of individuals with their environment. He points out that behavioural change is caused by changes in the environment or as a result of the actions of other people. Some examples of behavioural change in a school are changes in attitude. When faced with change, principals sometimes have to change their attitude in order for them to adapt to a new situation. For example, a principal's vision may conflict with the community norms and values. Therefore, a principal who adapts to change might have to have a shift in his or her

77

attitude towards certain changes. A school principal who uses contextual intelligence adapts to change and influences teachers to adapt to change by motivating them.

From a slightly different angle, Jurmain (2013) describes two types of adaptation, namely biological and cultural adaptation. Luwen (2019) adds that this type of adaptation is called functional adaptation. Biological adaptation is often activated by stressors in the environment. Some of these stressors are climate, high altitude, natural disasters, diseases, or social stressors such as war. Principals who are used to schools offering face-to-face teaching may find it necessary to adapt to stressors in their environment by adapting to electronic learning. Therefore, principals need to be able to adapt to the changing environment to keep abreast of the changes in the environment. Jumain (2013) explains that cultural adaptations can be as easy as wearing on a coat on a cold day or as complex as engineering and installing a heating unit in a building. A principal can adapt to change by creating synergy and forming partnerships with the community, which assist with the acquisition of resources. Partnerships also reduce conflict between the school and the community.

For a principal to survive the dynamic changes in the environment, he or she needs to be flexible and adapt to new situations. Principals should be able to adapt to curriculum changes and influence others to have a positive attitude to change. Contextually perceptive principals are able to adapt to these stressors and influence others to adapt to a new situation.

3.7 Summary of the chapter

The goal of this study was to investigate the principals' use of contextual intelligence in leading and managing curriculum change. To reach this goal, in this chapter the researcher reviewed the theories of contextual intelligence, focusing on Sternberg's (1985) triarchic theory of human intelligence, Terenzini's theory of contextual intelligence, Kutz's (2008) contextual intelligence triad, Lang's theory of contextual intelligence and Marishane's (2020) contextually intelligent curriculum leadership and management construct. The researcher integrated the five theories to form a conceptual framework of contextual intelligence for this study. The main concepts that were found to be common among all the theorists are intelligence, innovation, experience, intuition and adaptation. By drawing on these six concepts from multiple theories on contextual intelligence, the researcher laid the foundation on which this study is based.

The next chapter presents the research questions and describes the philosophical assumptions and theoretical perspectives that guided the study. The decision to conduct a qualitative study and the use of a case study design is elaborated on and the research sites, sampling and data collection process are explained. The chapter concludes with issues related to ethical considerations.

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter presented the conceptual framework emerging from a synthesis of a number of theories on contextual intelligence. The theories discussed were Sternberg's (1985) triarchic theory of human intelligence, Terenzini's (1993) theory of contextual intelligence, Kutz's (2008) contextual intelligence triad , Lang's (2019) theory of contextual intelligence and Marishane's (2020) contextually intelligent curriculum leadership and management construct. The chapter concluded by integrating the five theories to form a conceptual framework of contextual intelligence for this study.

Against the backdrop of a literature review and the conceptual framework, this chapter presents the research questions and describes the philosophical assumptions and theoretical perspectives that guided the study. The study is based on the qualitative design. The decision to conduct a qualitative study and the use of a case study design are discussed and the research sites, sampling and data collection process and quality assurance are described and explained. The chapter also elucidates the way in which issues relating to ethical considerations, confidentiality and anonymity were complied with.

The aim of this study was to examine principals' use of contextual intelligence in leading and managing curriculum change in public primary schools in Tshwane East, Gauteng, South Africa.

4.2 Philosophical assumptions

The study is underpinned by an interpretivist worldview which holds that people's construct of their realities is informed and influenced by the observation of how human beings gain understandings of their society. Studies that draw on interpretivism have as their purpose the desire to examine individuals' meaning-making processes, based on an understanding of cultural nuances and contexts (Bastalich, 2019). Similarly, Creswell and Creswell (2018) point out that interpretivists believe that individuals attempt to

comprehend the world in which they exist through observation and what they say. This implies that the way people construct the world differs and is influenced by their worldviews and interpretations. In other words, in bringing meaning to their world, people bring their own experiences, thereby introducing the notion of multiple meanings rather than just one meaning.

The interpretivist philosophical orientation contradicts the objective viewpoint, as it claims that the truth is located in the multiple subjective outlooks that participants hold (Flick, 2014). The varied ways in which the participants look at a phenomenon are both true and changing, depending on the context (Maree, 2015). In the present study, this means that familiarity with the phenomena is constructed by the interaction between the participants and the researcher. The researcher clearly articulated the assumptions that were embraced in this study to guide the reader on the methodological choice that was made. These assumptions were that not all principals understand what contextual intelligence is, and that all principals have experienced curriculum change. For this reason, the sample considered principals and deputy principals who had at least three years' experience. An interpretivist paradigm was appropriate for this study as it tends to bring the participants and the researcher together in assigning meaning to the latter's experience of what is being studied (Frost & Nolas, 2011).

The assumption of this study was that the truth is understood and interpreted from the participants' social context. Therefore, data were collected from the participants' workplaces in order to use a natural setting and to reduce manipulation. According to Mertens (2014), interpretivists believe in a multiplicity of realities as opposed to singular forms and they appreciate differences between people. Data were collected from different schools to uncover the multiple perspectives that principals hold in their experiences as curriculum leaders in their different contexts. Harrison, Birks, Franklin and Mills (2017) assert that every cultural and historical situation is exclusive and requires an understanding that is located in its contextual and social realities. Interpretivism was deemed suitable for this study as it provides the lens through which to examine the way in which principals apply their intelligence when dealing with curriculum change, which takes place in different social, political, economic and cultural environments.

Mertens (2014) agrees with Nieuwenhuis (2007) that human life can be explained and understood from the subjectivity of the participants' experiences. The researcher

accordingly used a case study as a research design which studies the lived experiences of people in their natural settings.

An interpretivist paradigm is not without its limitations, notwithstanding its merits as discussed above. Interpretivists are accused of being subjective when conducting research (Cohen, Manion & Morrison, 2007). Similarly, Creswell (2013) reports that interpretivism is indicted for being value laden and therefore biased. Another limitation of interpretivism is that the primary data generated in this way cannot be generalised (Dudovskiy, 2016). This main limitation of interpretivism is addressed in this study as the researcher acknowledges her own position as the primary research instrument. This reflective stance guided the researcher to constantly examine and provide an in-depth explanation of the study's paradigmatic and methodological privileges (Dudovskiy, 2016). To deal with the limitation of subjectivity, the researcher used reflective practice, recording her subjective thoughts in a journal and reflecting on how these possible influences and biases shaped the decisions made in the study.

4.2.1 Ontology

Ontology is a belief system that seeks to understand the nature of being. It focuses on how the researcher sees the world, with emphasis falling on the nature of knowledge. The main focus in ontology is on understanding whether individuals perceive reality as either subjective or objective. Creswell and Creswell (2018) argue that in ontology, the researcher quotes evidence obtained from the participants themselves, as well as spending time doing fieldwork with the participants. From this ontological position, the researcher assumes that principals' knowledge and experience exist in numerous realities related to their work. Such an assumption shows that a principal working in a government school and one working in a privately owned school operate in different ways. The researcher believes that principals may share similar views on certain aspects of knowledge, but that these cannot be explained from one perspective. Principals perform their duties in line with Department of Basic Education policy statements, which are the same for all principals. However, the way they put these policies into practice varies according to their contextual ethos, intelligence and experience. In rare situations where principals share similar experiences, their constructs differ. Interpretivists acknowledge the importance of context in the data interpretation (Hennie & Gordon 2013). Therefore, the principals' perceptions and experiences are influenced by their social environment among other factors of influence. The researcher recognised that

82

principals are influenced considerably by context, such as the political, social, cultural and technological curriculum, as well as philosophical underpinnings, religious inclinations and philosophical stance. In this study, the adoption of interpretivism was suitable as it allows reality to be viewed in multiple ways. Accordingly, the researcher envisioned obtaining multiple views of principals' experiences in dealing with curriculum change.

4.2.2 Epistemology

Epistemological assumptions focus on how knowledge is gained and how a researcher can claim it. Denzin (2011) notes that qualitative inquiry requires that the participants and the researcher are co-constructors of knowledge. Denzin (2011) further argues that in epistemology, knowledge is not only acquired through observation of phenomena, but also through understanding of subjective beliefs, values, explanations and attitudes. For this reason, the researcher created an open environment that allowed the participants to share their knowledge of the phenomena. It is important for an epistemological researcher to minimise distance by conducting research at the site (Creswell & Creswell, 2018). The researcher assumed, in line with Henning, Rensburg and Smit (2011), that knowledge is collectively generated through a mutual relationship between the researcher and the participants. The prolonged fieldwork was a strategy that the researcher used to build a trusting relationship with the participants. The researcher was then able to understand how principals used their intelligence in leading and managing curriculum change in particular contexts.

4.2.3 Axiology

Axiology is a belief system that seeks to understand the value and purpose of knowledge (Lynch, 2018). That implies seeking the value of knowledge for its own sake or as a means for enabling, informing and transforming. The axiological assumption is that qualitative researchers bring their own values to the study and, according to Creswell and Creswell (2018), they introduce their own values and biases, as well as their social position, as they relate to issues such as gender, age, race and immigration status, and political and professional beliefs, all of which influence their inquiry. Therefore, the researcher had to acknowledge that factors such as values, beliefs and experiences as an educator had some influence on her study. A common challenge associated with an interpretivist paradigm is that the inquirer becomes subjectively involved in the research process, leaving great room for bias (Dudovskiy, 2016). In order to minimise such bias,

the researcher detailed potential areas in her diary and held a debriefing session with her supervisor, allowing her to process her thoughts and feelings on the interviews conducted.

4.3 Research approach

Based on its purpose and the conceptual framework underpinning it, this study followed a qualitative line of inquiry. A qualitative inquiry is an inductive approach during which themes are developed from the data to form a model or theory (Creswell 2013). Creswell (2018) elaborates on this, stating that qualitative research involves data collection, data analysis and report writing. In other words, qualitative research is an approach to research through which data is gathered from the verbal description of the participants, and subsequently analysed and reported through the lenses of the participants, providing detailed descriptions of phenomena in their appropriate context (Babbie & Mouton, 2011). A qualitative approach is followed when the researcher collects data from natural settings where the participants experience and interact with the phenomena. Qualitative inquiry allows the researcher to make interpretations of the participants' experiences in their natural settings by providing in-depth and nuanced portrayals of the phenomena (Maimela, 2015). Qualitative research deals with common interests of individuals or groups and brings them to light for further investigation. According to Creswell (2014), qualitative research is interpretative and therefore searches for deeper understanding of experiences that people face. It involves face-to-face conversation between the researcher and participant which gives opportunity for searching for in-depth information.

In summary, a qualitative study exhibits the following critical characteristics: collection of data from multiple sources, the main research instrument is the researcher, an inductive data framework is used for analysis, attention is paid to the setting in which the participants are located, participants' meanings are important; and an interpretivist inquiry is applied (Babbie & Mouton, 2011). The qualitative process involves formulating research questions, collecting data from the participants' contexts, inductive thematic analysis and interpretation (Carvalho-Malekane, 2015). Based on these characteristics and the study aim, a qualitative inquiry was deemed to be compatible with the study. The researcher used multiple methods for data collection in the form of individual interviews, focus group interviews and document analysis, which guided the researcher to capture verbatim the participants' voices, experiences and perspectives on their use of contextual intelligence in leading and managing curriculum change.

There are several strengths in conducting a qualitative study. One such strength is its ability to provide a framework to understand the participants' descriptions of the phenomena. Secondly, a qualitative approach allows the participants to reveal knowledge about behaviours and opinions which position them as knowers.

Despite these advantages, a qualitative approach has its limitations. According to Lincoln and Guba (2005), researchers adopting a qualitative approach might fall short on the scientific verification aspect in terms of validity, generalisation and reliability. To ensure the trustworthiness of the research process, the research used member-checking and a reflective diary during data collection and data analysis respectively. In addition, quality measures such as dependability, confirmability, credibility and transferability were critical components that the researcher adhered to.

4.4 Case study

A case study was deemed appropriate for this study as it deals with issues that people experience in their daily lives. A case study is an in-depth investigation of a single unit. This unit can be in the form of individuals, families, communities, social groups and organisations, procedures and nations (Babbie and Mouton (2014). Data in case studies are gathered from different sources by the use of different approaches, such as interviews, observations and review of records. Creswell (2013) describes case study as research that uses a qualitative method which explores a bounded system or several bounded systems which are studied over time and in depth, using different data collection materials such as audio visual materials, documents, reports and interviews.

It allows the researcher to enter into complex issues surrounding the participants. A case study captures important characteristics that might be missed in a research which is on a larger scale. The researcher chose a case study design because it expresses people's insights and thoughts. Case studies focus on issues that people can relate to, for example issues that people face or struggle with in their daily lives.

Yin (2009) argues that case study designs explore contemporary and complex issues where the boundedness between context and phenomena is not clear. Yin (2014:13) expands on this, stating that case study is "an empirical enquiry to investigate a contemporary phenomenon in a real-life context, especially when the boundaries between the phenomenon and context are not clearly evident". A case study is a design that provides a holistic and comprehensive understanding of the multiple realities in a

85

research study (Creswell 2009). Similarly, Merriam (2009) explains that a case study is a holistic and thorough picture of a singularity that is embedded in context. From the definitions provided, it is apparent that case study designs are used when the researcher intends to provide descriptions and explanations of a phenomenon within a unit of analysis (Babbie & Mouton, 2011). They can also be used to provide an in-depth description of a single person, group or event to explore the causes of underlying principles. The investigation can be done using a variety of sources and varied methods such as face-to-face interviews and focus group interviews. Accordingly, the researcher interprets in context the events surrounding a phenomenon in order to provide a description of why and how things happen in that particular way in a certain context.

A major strength of the case study method is the framework it provides for generating theory by increasing concepts and associations within diverse settings (for example in single case studies). Therefore, case study designs are ways of evolving theories by exploring the commonalities and differences, especially in multiple research sites. In this case, the researcher gathered data from multiple sources that included a review of related literature, semi-structured and focus group interviews, providing the inquirer with the knowledge she required to understand principals' experiences.

The merit of case studies over other qualitative designs is that it provides the researcher with an emergent structure that is exploratory, flexible and developmental. Case study data are collected in a natural setting and emphasise in-depth content (Creswell & Creswell, 2018). The researcher used a case study design for its strength in providing a framework, which the researcher used to collect in-depth data from the participants' natural setting, thus providing detailed descriptions. A single case study in this research meant that the participants were selected from government primary schools from the same district and that the participants were principals, deputy principals and HODs who make up the school management team. This helped the researcher gain deeper understanding of the explored subjects.

Case studies are helpful in studying science and developing theories. According to Gustafsson (2017), case studies have a dual role: they are studies on their own and also for larger collections of units. They do not consume too much time and are inexpensive to carry out. Case studies also give information and insights for further research (Crawford 2019). The researcher chose to use case study design as it allows opinions to be turned into facts. According to Gaille (2018), case studies have high relevance to all parties; therefore they have the advantage of keeping the researcher actively

86

involved. Cases studies also improve the knowledge of participants since there is interest in the outcome of the case study. The researcher also embarked on a case study because it had fewer expenses compared to other methods. The costs of a case study involve accessing data and reviewing data, which were free in this study. Even when there are in-person interviews or other on-site duties involved, the costs of reviewing the data are minimal. The only costs involved were time, printing and editing costs.

Notwithstanding the merits of case studies, they are often criticised for focusing on a specific entity that frames the analysis, making it a challenge to generalise the findings to other research sites (Yin, 2014). Therefore the information obtained from the purposively selected schools was not generalised to all public schools. The study was restricted to this specific case study and therefore the results cannot be generalised to all schools, but will benefit those within a similar context. The unique nature of the data generated from case study designs makes it difficult for the study to be reproduced in other contexts (Creswell, 2013). To counter the challenge of the case study results not being generalizable, triangulation was used in data collection and the researcher also collected data from multiple sites.

The researcher can introduce bias in case studies, which means the researcher can influence the results. To minimise bias, the researcher diarised her thoughts and reflected on them. Besides researcher bias participants can also influence the results by giving inaccurate or incomplete answers. In this study, the researcher reduced participant bias by triangulating the data collection methods. The researcher used individual and focus group interviews as well as document analysis. This helped to check the credibility of the information provided by the participants. Case studies require the researcher to have good research skills as the researcher influences the quality of information. Some participants might not be cooperative in answering the questions; others might be talkative, therefore diverting from the main objectives of the case study. To avoid diversion from the main goals of the study, the researcher watched videos on how to conduct case study research. The videos guided the researcher in how to manage the case study process. According to Gaille (2018), case studies are labour-intensive and therefore require high levels of researcher involvement in order to obtain quality data. To ensure that this study produced credible data the researcher ensured full participation throughout the process.

A case study design provides an investigative framework for understanding how complex issues occur in context. Researchers attend to four questions when a case study is

conducted: (i) to answer the why and how questions of an inquiry; (ii) to observe participants in their natural settings without seeking to manipulate their behaviour; (iii) to understand the boundedness of the context and phenomena, and (iv) to detail the contextual nuances that are critical to the inquiry (Yin, 2009). To attend to the characteristics of the case study, the researcher used the participants' rich and in-depth descriptions of their experiences of the contextual factors that influence leadership and management of the curriculum

Two kinds of case studies are available, namely single and multiple case studies. Single case studies are conducted to "confirm, challenge or extend a theory" (Yin, 2014:38). In addition, Babbie and Mouton (2011) describe single case studies as individual cases which involve an account of one person and which study social groups, referring to small direct contact groups such as families and occupational groups. In this study, single case study refers to an in-depth exploration of single individuals or a number of people, focusing on one unique situation. A single case study was conducted because of its strength in facilitating the provision of thick descriptions of participants' perceptions and experiences.

The study used a single case study design. A single case design was chosen as it seeks to provide answers to specific research questions using evidence from the case setting. When carefully designed, the findings of case studies can represent real-life situations and issues and challenges which may be replicated in other contexts. The case study sought to investigate the dynamics of some single bounded groups such as family, group and community that are bound by norms, values and beliefs that are common between teachers, students and parents. Therefore, a single case study was chosen for this study as it sought to explore principals' experiences in their natural setting (schools). One of the criticisms of a single case study is that it lacks methodological rigour. This suggests lack of systematic procedures and guidelines. To counter this limitation, the researcher ensured rigour by triangulating the collection of data.

4.5 Research sites and site profile

4.5.1 Research sites

The researcher obtained and reviewed a list of public schools in Tshwane East District in Gauteng province of South Africa. In South Africa, based on the prevailing socioeconomic contexts, schools are classified as independent and public and located

in urban or rural contexts. In this study, the researcher examined six public primary schools, two of which are model C schools which are well-resourced schools, two township schools with resource constraints, and two inner city schools. The selection of the research sites was purposive so as to gain multiple realities of the principals' experiences of the leadership and management of curriculum change in different contexts.

4.5.2 Site profile

The site comprised of public schools in South Africa which are categorised as township, rural and former model C schools. According to the School Guide (2018), public schools are very dependent on government funding. The different provinces are responsible for equipping their schools, managing running costs and the teachers' salaries. The standards and facilities vary depending on the socioeconomic status of the community and the effectiveness of the school's management. Although the government is committed to funding public schools, usually the funds are not sufficient to keep up with the economic and technological advancement. Township and rural schools largely depend on government funding for resources and therefore are the most affected.

Public schools are categorised according to geographical catchment (zoning), which means that students go to the school in their geographical area (The school Guide, 2018). The Department of Basic Education is responsible for the appointment of teachers and principals, and for payment of their salaries. In rural and township schools, parents generally pay nothing or very little because they cannot afford the fees. Therefore students from public rural schools and township schools generally have poor facilities and experience a shortage of qualified teachers, high teacher–student ratios and poor equipment.

On the other hand, former model C schools charge fees and receive government funding; they also obtain financial and material support from the community. Teachers are paid by the school and the school receives government subsidies which makes most former model C schools adequately resourced and attractive to highly qualified teachers.

4.6 Sampling strategy

A purposive sampling technique was appropriate for this study as it aligned with the paradigmatic and methodological choice of the study. Purposive sampling is a method that is used when predetermined criteria are used to select participants in line with the

89

objectives of the study. Dudovskiy (2012) points out that purposive sampling is one of the most cost-effective and time-saving sampling methods available. Dudovskiy (2012) further argues that purposive sampling can be beneficial if the researcher has limited resources. Although purposive sampling has several strengths, it is vulnerable to errors and has high levels of bias. Moreover, due to the smaller sample size brought about by purposive sampling, Punch (2009) indicates that the credibility of findings is at times questioned. To attend to this disadvantage of purposive sampling, the researcher collected data from expert and experienced management teams, specifically the school management teams, which included principals, deputy principals and HODs, to affirm the credibility of the study.

Purposive sampling aims at including participants who have interesting characteristics and in-depth knowledge of the phenomenon and possess the knowledge required to provide answers to the research questions (Maree & Pietersen, 2007). Principals, deputy principals and HODs were purposively chosen as they are the core implementers of curriculum change and they are also knowledgeable and experienced in leading and managing such change.

The participants selected for the study were six primary school principals, six primary school deputy principals and 18 HODs; hence, a total of 30 participants. The selected participants were included in the sample because they are the main drivers of curriculum change since they work closely with the principals at school level. The deputy principals and HODs were included for triangulation purposes, as they helped increase credibility and validity of the findings and reduce the weakness of intrinsic biases and the problems that come from being a single observer. All the participants had been in their different positions for at least three years to ensure that they had been involved in implementing curriculum change. The small sample population in this study ensured that the researcher sought an in-depth, thick and rich portrayal of principals' experiences (Cohen et al., 2011). The current study was properly aligned for a small-scale sample size as it entailed the collection of thick descriptions of principals' experiences in dealing with curriculum change in a dynamic environment.

4.7 Participant profile

Principals

Principals from the six purposively selected schools participated in the study. The data collected from the interviews was compared to the data collected from deputy principals and HODs. The average years of work experience for principals was 15 years. Two of the principals are members of the teachers union; one participated in the formulation of the OBE policy and the other principal participated in both the RNCS and CAPS policy formulation. This helped the researcher to gain in-depth information on the OBE, RNCS and CAPS policies.

Deputy principals

The six deputy principals who participated in the study each had at least three years experience as a deputy principal. Some schools had two deputy principals, therefore the researcher interviewed the deputy principal who was in charge of the curriculum since they are experts in curriculum matters. Some of the deputy principals had acted as principals and were therefore familiar with the role of a principal in curriculum change.

Heads of department (HODs)

The researcher interviewed a minimum of three HODs from each of the six schools. The HODs were involved in the study as they work closely with the principal and deputy principal in implementing curriculum change. The HODs had at least three years experience in that position. Some had experience working in different provinces. Some of the HODs are involved in training teachers in their circuit and some at national level. This provided the researcher with grounded information on how schools handle follow-up training on CAPS. Therefore the researcher was able to validate the information provided by the principals and deputy principals.

4.8   Data Generation

Semi-structured face-to-face interviews, focus group interviews and document analysis were used to collect data. The main data collection strategies used were individual and focus group interviews with document analysis as a secondary method (Wahyuni, 2012). Document analysis involved an examination of the South African Department of Basic Education curriculum policy statements.

4.8.1 Interviews

The researcher adopted semi structured interviews. An interview is a conversation that involves an interviewer and interviewee with the purpose of gathering information. The process can be face-to-face, over the telephone or using electronic platforms like Zoom or Skype. The interview process involves sharing ideas and opinions. According to Alshenqeeti (2014), an interview is an extended conversation between the interviewee and interviewer with the aim of creating information about a specific occurrence. Interviews enabled the researcher to create a dialogue for data collection. Semi-structured interviews allow the researcher to probe and seek clarifications. This helped the researcher to understand certain events as there was room for probing for further information. According to Easwaramoorthy and Zarinpoush (2006), interviews are useful in collecting in-depth information on peoples' thoughts, perceptions and experiences.

Alshengeeti (2015) explains that interviews have several benefits. They are not restricted by rules and regulations but are more natural. Interviews are interactive and therefore give room to the interviewee to discuss and explain their interpretation of their worldview and express their feelings and experiences. In other words, interviews give a chance to interviewees to share their experiences in their own ways. The researcher used semi-structured questions to ensure that the interviewees had freedom to describe their feelings and experiences.

Although interviews have several benefits they come with certain limitations. For example, interviews restrict the researcher to small-scale studies. Interviews have potential for unintentional partiality and discrepancies that may affect the quality of research process. To avoid subjectivity and inconsistencies the researcher recorded the interviews and entered her thoughts in the research diary. Recording the interview helped the researcher to listen to the interview several times and reflect on the information provided by the interviewee.

There are three types of interviews, including structured interviews, unstructured interviews and semi-structured interviews, according to Willis (2018). A structured interview is a research tool that is rigid and allows limited or no probing of the participants. The questions in structured interviews are predetermined to answer the required information. Structured interviews provide uniformity throughout all interview sessions.

Unstructured interviews can be described as conversations with a purpose in mind. Unstructured interviews have few questions as they lean towards a normal conversation

with a specific purpose. Unstructured interviews have no specific guidelines and therefore the researcher has to keep checking with the main objective so that this is not swayed by the interviewee. The unstructured nature of these interviews makes it easier to have a friendly rapport with the participant. The absence of guidelines in unstructured interviews, however, makes reliability questionable. Semi-structured interviews are interviews that are planned before the interview and allow the researcher to probe further while at the same time preserving the rudimentary structure.

4.8.1.1 *Semi-structured individual interviews*

Semi-structured individual interviews were conducted with principals and deputy principals and semi-structured interview schedules were employed to allow room for elaboration. Interviews seek to institute a rich dialogue between the participants and the inquirer to obtain important accounts of the participants' experiences (Creswell, 2013). Semi-structured interviews have an advantage in that they give the researcher a vivid description of the participants' perceptions or account of a topic (De Vos, Strydom, Fouche & Delport, 2005). Similarly, Adams (2015) posits that they are helpful when a study seeks to include participants' independent thoughts, which allows the interviewer to probe deeper and obtain more in-depth and detailed information on a phenomena. By using semi-structured interviews the researcher was able to get independent thoughts of the interviewees, and because it was not too structured, it had room to provide detailed information. Babbie and Mouton (2011) point out that semi-structured interviews allow interviewees to be prepared for the interview and give them the leeway to share their views using their own expressions. Semi-structured interviews also introduce qualitative textual data, allowing a more open environment in which to discuss matters (Bowen, 2009). By using semi-structured interviews the researcher provided a more open environment for discussion. This allowed the interviewees to provide quality independent information.

The time and location of the interviews was purposively selected, and individual interviews were carried out in the principal's office to ensure privacy and reduce disruptions. Interviews lasted between 30 and 45 minutes. Careful thought was given to the questions, with principals and deputy principals being tasked with describing the enablers and challenges they experienced in their schools (see Annexures 8 and 10). Cooper and Schindler (2014) point out that semi-structured interviews start with specific questions that seek to obtain individuals' thoughts on various matters using probing. Although the researcher tried to maintain consistency, the nature of the questions was

kept fluid and flexible to gain in-depth information on participants' experiences (Yin, 2014). However, the researcher made sure that key questions were replicated across interviews to enable the comparison of diverse perspectives (Maruster & Gijsenburg, 2013).

The researcher ensured an open interview with the participants by not interjecting as the participants were talking. Although semi-structured interviews have several advantages, the researcher was aware that in this type of interview, interviewees may prolong the discussion. The interviewer ensured that the interviewees stayed focused by using probing to guide the interviewee. According to Oltman (2016), it is difficult to hide one's identity in a face-to-face discussion, therefore interviewees were assured that their identity would not be revealed and that codes would be used instead of names.

Both individual and focus group interviews were audio recorded to allow the researcher to focus on the interviews rather than writing notes, which can disrupt the flow of an interview. Recording of interviews was also done to guarantee that the words of the participants when discussing their experiences of dealing with change were accurately captured. Data from individual and focus group interviews were transcribed by a professional transcriber and checked personally for accuracy and for the researcher to familiarise herself with them. This also allowed the researcher to return to the data when needed to confirm accuracy.

4.8.1.2   Focus group interviews

Focus group interviews are interviews in which a group of individuals with similar features are asked about their experiences, thoughts, values and attitudes about a phenomenon (Babbie & Mouton, 2011). Through this cooperative dialogue, participants explain their experiences and opinions about a phenomenon (Cooper & Schindler, 2014). Focus group interviews enable the researcher to obtain multiple viewpoints or responses (De Vos et al., 2008) and are particularly suitable for engaging a group of participants with similar experiences in reflecting on a phenomenon (Silverman, 2014). Focus group interviews help to increase the quality of participants' responses and encourage them to recall forgotten observations about the phenomenon (De Vos et al., 2008). Focus group interviews were conducted to explore the collective memory of participants in understanding the different contexts in which principals operate and to obtain multiple responses.

The researcher conducted focus group interviews with HODs. (See Annexure 10) Each focus group interview comprised three participants and interviews were conducted in six schools. As the participants were familiar with one another, being the school management team members, they engaged readily in the discussions and contributed their views without reservation. An audio recorder was used to document the discussions for the purpose of transcribing the participants' own words verbatim for each session

Although there are many advantages to focus group discussions, Dilshad (2013) identifies several limitations. According to Dilshad (2013), it can be very difficult to assemble participants for a focus group discussion and the researcher may come across certain dominating individuals who may attempt to control the discussion. Consequently, a few vocal participants may dominate other members during the course of group discussion. With this in mind, De Vos et al. (2008) and Cooper and Schindler (2014) point out that obtaining meaningful data from focus group discussions requires a skilled facilitator. To counter the disadvantages, the researcher watched training videos to familiarise herself with conducting focus group interviews. These videos helped the researcher with specific insights on how to ensure that ethical principles were adhered to and to keep the discussion centred on the research topic. By facilitating the flow of the discussion, the researcher encouraged active participation from all the participants, so that the sessions remained focused on the objectives of the interview. In addition, the researcher ensured that each participant was accorded adequate time to respond to the questions.

4.8.1.3 Document analysis

Documents are an important source of legislation and policies that guide the schools. In public schools, documents such as circulars and memoranda are guidelines that help principals execute their duties. The circulars serve as a way of informing principals about the new policies. They help summarise and communicate new policies. The researcher utilised the Department of Basic Education documents, the Gauteng Department of Education circulars and the assessment policy, language policy and the national Curriculum taskforce report.

To attend to both triangulation and the crystallisation of the study findings, document analysis was conducted. Bowen (2009) explains that document analysis entails the researcher analysing and interpreting the content of documents that provide insights for understanding the textual form and history of a phenomenon. Bowen (2009) further

states that document analysis provides stable unaltered information and that documents can be regularly read and checked and remain unchanged. The researcher was able to analyse the documents in the same way as was done with the transcripts of the semi-structured interviews and the focus group interviews (Bowen, 2009). Creswell (2018) points out that document analysis reduces bias in that the researcher can get access to information which a research interviewee might not be prepared to talk about in an interview situation. Document analysis is a systematic process in which the researcher interprets documents to elicit meaning and gain understanding of a phenomenon.

The study utilised the six steps suggested by Japie (2018) for document analysis. The first step in this case was to evaluate the relevance of the document to curriculum change policy. After evaluating the document, the researcher established the purpose of the document in relation to the principal, that is, whether the document was a specific instruction or a guide. The researcher then evaluated the content of the document in order to compare the contents with the participant's interpretation of the policies. The next step was to decide whether the intended audience of the circular or policy was the principal, deputy principal, HODs or all of them. The researcher then established the relevance of the documents to the participants and to how they implement the policy. The findings indicated that not all principals understand the circulars from the Department of Basic Education as participants had different interpretations.

Upon accessing the schools, the researcher requested the curriculum policy statements and the minutes of meetings on curriculum change. The schools' action plans were subsequently analysed by the researcher, as stated in the curriculum policy statements, the minutes to the follow-up meetings were read and were compared with the policy statements that were introduced by the principals. These documents provided important information on how curriculum change was implemented. It also enabled the researcher to follow up the major curriculum changes the principals experienced and the factors they considered when implementing these changes. In addition, the documents provided the researcher with knowledge of the phenomenon that the participants were either unwilling to discuss or that they had forgotten. Therefore, document analysis added a triangulation aspect to the confirmability and credibility of the study findings.

4.8.1.4 Field notes

Field notes were also used as a data collection method. Their purpose was to document and reflect on what was discussed during the individual and focus group interviews. Soldana (2009) describes field notes as the researchers' written documentation in which an in-depth description and reflection on different research processes is highlighted. In this study the field notes were used to record what the researcher perceived by sensory means to aid the depth of data collection, since she was the primary researcher (Schwandt, 2007). As a result, throughout the data collection phase of the study, the researcher captured accounts of the principals' experiences. The researcher also kept a record of her reflective process in a research diary, capturing accounts of events and the principals' descriptions of their experiences. In the focus group interviews, the researcher used her diary to capture physical gestures and the way participants responded to each other (Litchman, 2010). In her diary, the researcher also entered field notes on accounts of events and the way the participants responded to discussions, as well as detailing her observations, puzzlements and understandings during her interaction with the participants (Patton, 2014). Additionally, through the reflections in the field notes, the researcher could develop initial codes that provided a foundation from the data analysis process (Given, 2008).

Notwithstanding their merits, field notes have challenges. Initially researchers may not record entries accurately, thus compromising quality. In addition, researchers are not always available to take down notes. To minimise these challenges in this study, the researcher detailed the field experiences immediately after or during the process of data collection to ensure that the level of detail was high and to capture both physical contexts and verbal and non-verbal communication. Another challenge of field notes is that they capture the researcher's biases (Punch, 2009). To attend to this challenge, in the context of this study, any thoughts and opinions formed during the research process that could have influenced the diary entries were documented and constantly reflected on to reduce bias.

4.9 Data analysis

In order to analyse, generate and interpret data, qualitative researchers conduct a data analysis process (Creswell, 2009). Having gathered and documented the data, the

researcher used the transcripts to analyse them. In line with the qualitative nature of the study, thematic analysis was used for data analysis. Thematic analysis is a strategy for categorising, examining and recording the themes that emanate from the data. It is a method which works both to reflect reality and to unpack or unravel the surface of reality. Thematic analysis focuses on detecting patterns, evaluating and interpreting patterns within qualitative data. Thematic analysis was deemed appropriate for this study as it explores participants' lived experiences, viewpoints and social processes that influence and form a phenomenon (Javadi & Zarea 2016). Inductive and deductive analysis are two types of thematic analysis: inductive analysis focuses on developing a theory from the data, while a deductive approach has as its focus the testing of a theory (Gabriel, 2013). Deductive thematic analysis refers to the coding of themes that result from the analysis of data that have no or a minimal link to the questions that the participants were asked (Braun & Clarke, 2006). Since the present study sought to draw themes that are generated by the data, inductive analysis was deemed suitable. A six-stage process of inductive thematic analysis based on the work of Braun and Clarke (2006) was used to frame the data analysis process in this study. The six steps are (a) familiarising with data, (b) generating initial codes, (c) searching for themes, (d) reviewing the thesis, (e) defining themes, and (f) writing up.

After collecting the data, the first step was to transcribe the audio recordings to immerse the researcher in the data. Each transcription was read, and comments written. Once the semi-structured interviews and focus group discussions were transcribed verbatim, the researcher read each and made notes in the margins. When this process had been completed for all the transcriptions the comments and notes that were related were grouped together.

After reading, the researcher begun the process of coding. Axial coding was used to code the data. This second stage includes arranging data in an orderly way by means of coding, which reduces data to small chunks of meaning (Braun & Clarke, 2006). The researcher was guided by specific questions and used these questions to guide the data analysis. The codes that seemed to go together were grouped to form categories. The codes were examined and refined into categories.

In the third step, the researcher searched for themes. Themes are forms that capture significant or interesting aspects of data or research questions (Maguire & Delahunt, 2017) (See annexure 13). The themes predominantly described the patterns in the data which were relevant to the research question.

The fourth stage is the review stage, in which preliminary themes are modified and developed. In this stage, the researcher read the data aligned to each theme and supported them with a quote; thus ensuring that the themes made sense and were supported by the collected data. Consultation with the supervisor enabled the researcher to identify conflicting themes. The researcher then revised and polished the themes by maintaining their independence and relation to the others.

Braun and Clarke (2006) describe the fifth stage in data analysis as defining themes. At this stage the final refinement of the themes is done, including reinforcing the importance of the themes in answering the research questions. Yin (2014) describes this stage as the concluding phase as it involves ascertaining conclusions. The researcher developed themes using the grouped data and subthemes and then, to enhance the quality of the findings, checked with the participants as to whether the themes represented their thoughts. Some of the themes that were identified included contextual factors that influence curriculum change, views regarding why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum change, response to curriculum change and challenges in leading and managing curriculum change.

The last stage of this process is the write-up (Braun & Clarke, 2006). At this stage the researcher produced a report which related the findings to the research questions and existing literature on the topic of investigation. This process highlights similarities, differences and novelties that the findings contribute to existing literature in the field.

Thematic analysis has several benefits. It is flexible and can be applied across various methodologies. Thematic analysis is a process that allows a researcher to solve problems through the simplification of a large problem into several simple, smaller problems that surface when grouping data into themes. Thematic analysis permits the researcher to put data into categories and come up with themes. It is flexible and simple and provides rich thick data but does not require advanced technology or detailed theories (Braun & Clarke 2006). Braun and Clarke (2006) further clarify that thematic analysis is a valuable tool for analyzing the experiences of various research participants and producing unanticipated insights. Thematic analysis is also helpful in summarizing the main characteristics of a broad dataset, as it allows the researcher to take a well-structured approach to data management, helping to generate a consistent and organized final report (Nowell, Norris, White, & Moules, 2017).

While the use of thematic analysis has many benefits, it is important to note the drawbacks of this approach as well. Although thematic analysis is versatile, in developing themes derived from research data, this flexibility can lead to inconsistency and lack of coherence (Vaismoradi, Turunen and Bondas, 2013). In order to counter the inconsistencies of thematic analysis the researcher regularly revised the data and reflected on it to come up with strong themes.

4.10 Quality of the study

Quality in qualitative studies refers to the level of trustworthiness that is imposed throughout the research process. To ensure rigour and quality the researcher used the quality criteria described by Creswell (2011), namely confirmability, dependability, credibility and transferability.

4.10.1   Credibility

Trochim (2006) identifies credibility as a criterion that guarantees that qualitative research outcomes are trustworthy or credible from the study participant's point of view. According to Statistics Solutions (2017) credibility is the extent to which the research findings emanate from the raw data obtained from the participants. Credibility involves linking the study findings with the reality to show truth of the findings. To ensure credibility in this study, crystallisation, and member-checking and extended field engagement with participants were used. The researcher further ensured credibility by using various research methods to enhance the trustworthiness of the data. Furthermore, as data were collected over a long period (from February to June 2019), the extended stay in the field was meant as a strategy to familiarise the researcher with the nuanced understanding that the participants attached to the phenomenon as it unfolded in their context. The prolonged stay in the field was supported by notes which the researcher used to continually reflect on the research process and to make relevant decisions on the study. The researcher continuously divulged personal expectations, opinions and prejudices that may have influenced the investigation. The researcher's supervisor and participants were involved in the research process through debriefing sessions which assisted in expanding the study objectives. Probing by the supervisor helped the researcher to identify personal prejudices that impacted on the study.

In order to enhance credibility the researcher collected data from multiple sites to capture different experiences of principals. The strategy of crystallisation was employed to

enhance credibility. By immersion in the details, crystallisation requires the acquisition of various views and meanings about a phenomenon. During the data collection process, crystallisation was conducted in this study when the investigator collected data using text analysis, semi-structured interviews and focus group discussions. The use of different data collection techniques ensured the credibility and dependability of the collected data. In addition, member-checking was used to control any biases during the data analysis and interpretation. The credibility of the study was further ensured by conducting an in-depth data analysis process that involved developing codes, categories, subthemes and themes to explain the research phenomenon. In order to maintain credibility and dependability the researcher conducted an audit trail. According to Japie (2018), an audit trail describes the research steps taken from the start of the research project, its growth and reporting the findings. Therefore, the researcher maintained a diary in which the formal and informal interactions were recorded. This helped with reducing subjectivity by the researcher and the field notes and direct quotations helped in validating the responses of the participants.

Creswell (2013) notes that the researcher brings his or her assumptions, perceptions and prejudices to the study. The researcher diarized her thoughts during data collection and analysis to minimize study bias and ensure integrity, which allowed her to recognise her biases in order to avoid affecting the data collected (Corbin & Strauss, 2014). The researcher reflected on the diary entries and assumptions that she brought to the study.

4.10.2   Transferability

Transferability is defined by Moon, Brewer, Januchowski-Hartley, Adams, and Blackman (2016) as the degree to which the study findings can be transferred to another comparable setting. It refers to the extent to which the findings can be applied to other situations. By thoroughly outlining the research context and assumptions underpinning the study, the researcher ensured transferability. The transferability of the study was ensured through triangulation and by ensuring that an audit trail was maintained.

4.10.3   Dependability

Dependability requires the assessment of the study's outcomes, interpretation and feedback by participants, so that both are validated by evidence (Korstjens & Moser, 2018). Brown (2014) views dependability as a qualitative study strategy to guarantee the trustworthiness, consistency and repeatability of the study findings, while Korstjens and

Moser (2018) adds that dependability requires testing if the study is compatible with the agreed criteria for a specific design. According to Japie (2018), dependability involves accurately conceptualising the study, collecting data, interpreting the data and reporting the results. To ensure dependability the researcher made sure that the sampling, the research process and the reflective thoughts were consistent and dependable by interviewing principals, deputy principals and HODs, as they are the main implementers of curriculum change at school level. The researcher also ensured the coding and formation of themes was grounded in data. Dependability was also assured by using triangulation, meaning the use of multiple data collection methods. The researcher ensured dependability by making clear descriptions of the steps followed in developing and reporting the findings. Dependability of the study was also ensured by utilising members of the school management team who are directly involved in implementing curriculum change.

4.10.4   Confirmability

According to Cohen et al. (2011), confirmability is the degree to which the study's findings can be substantiated and supported by others. It is the quality of results that the researcher produces in terms of the support given by the respondents. The interpretation should not be based on one's own personal preferences and points of view, but must be based on the data. On the other hand, Lorelli et al. (2017) point out that when integrity, transferability and dependability are all achieved, confirmability is established. Therefore, confirmability concerns itself with the aspect of neutrality. To ensure confirmability the researcher made sure that the interpretation was not based on her own biases but drawn from the data and that the interpretation was not based on the researcher's views. According to Chen (2019), the strategy used to safeguard confirmability is an audit trail. Accordingly, the researcher guaranteed confirmability by writing notes on decisions made during the process of research and by reflecting on these notes.

The researcher documented the research process in a diary in order to address the confirmability aspect of the analysis as a way of reflecting on and documenting thoughts and actions that informed methodological tensions. In addition, the ongoing discussion with supervisors and peers through debriefing sessions allowed for the study findings to be confirmed. The researcher also included verbatim quotes from participants as they described their experiences of the phenomenon. This confirmability strategy was critical in giving the participants a key role in the study. According to Cohen et al. (2011),

member-checking, as a strategy in qualitative studies, involves using participants to confirm the transcription of data. In the context of this research, member-checking was used as a criterion to ensure confirmability. The researcher ensured confirmability by requesting the respondents to verify that the transcripts represented the actual voice recordings.

4.11 Ethical considerations

To attend to ethical principles, the study was conducted taking into account a number ethical considerations. Accordingly, the researcher consciously applied for and received permission to conduct the study from the Ethics Committee in the Faculty of Education at the University of Pretoria (see Annexure 1) and, secondly, the researcher applied and obtained permission to conduct research from the Department of Basic Education (see Annexures 2).

4.11.1   Informed consent

Informed consent is an ethical strategy in terms of which participants are made aware of the nature of their participation in a research study, providing them with information on which to base their decision on whether to participate or not. Additionally, informed consent ensures that participants are not coerced into participating and that they know that they have the right to withdraw from the study at any time without reparations (Halai, 2006).

Upon gaining access to the sites, the researcher obtained consent from the participants (see Annexures 4 to 6). To attend to informed consent in this study, the participants were made aware through both a letter and oral discussion of the nature of the consent to be part of the study (Silverman, 2010). As suggested by Creswell and Creswell (2018), the researcher discussed the aim of the study with the participants and how the study findings would be used. Participants signed the consent letters after being satisfied with the aims, purpose, probable results and benefits of the study.

4.11.2   Confidentiality of information shared and anonymity of participants

This ethical principle guarantees participant confidentiality and anonymity (Halai, 2006). The participants were informed of their right to privacy and the right to withdraw from the

research at any point. Each participant was guaranteed confidentiality of all the information given during the interviews and to ensure this anonymity pseudonyms and codes were used during data analysis and report writing. Furthermore, all recordings, transcripts and documents that identified participants were stored in a secure location to safeguard privacy, confidentiality and anonymity.

4.11.3 Protecting participants from harm

Babbie and Mouton (2011) argue that social research should never injure participants regardless of whether it is voluntary or not. The researcher ensured participants were protected from any form of physical or psychological discomfort. Hence, the participants were not exposed to any physically harmful situations in the context of the study. However, there was a potential for emotional harm as principals were asked to reflect on their practice. To minimise the possible emotional harm, the researcher preserved a trust relationship with the participants which was meant to build confidence and a sense of security. The researcher was aware that individual interviews and focus group interviews could make the participants uncomfortable, therefore she had to consistently remind participants of their right to privacy and confidentiality. In addition, the participants had the right not to respond to questions that they felt were too intrusive or that they viewed as uncomfortable. The participants were also at liberty to pull out from the study at any time (Creswell, 2011).

Building trust between the researcher and the participants was critical during the data collection process (Cohen et al., 2007). The researcher therefore maintained relationships of trust with participants during this process by engaging the participants in informal discussions. Participants were assured that the information would be secure and that there would be no leakage of information as it was all was kept in a safe at the University of Pretoria. They were assured that they would not be harmed by participating in the study as pseudonyms were used during the data collection and reporting stage of the study. Participants were protected by verifying the results of the study; this assured them that they were safe from harm.

4.12 Summary of the chapter

This chapter explored the methodology used in the research process. The researcher discussed interpretivism as a research paradigm and how it was applied in her study. The researcher then justified the use of a qualitative design and discussed its

characteristics as well as its strengths and weaknesses. The use of a single case study was justified and the strengths and weaknesses of using a single case study were discussed. Throughout the study, the researcher highlighted the challenges experienced and how the researcher dealt with the challenges. The researcher also described the ethical considerations and concluded the chapter by discussing the quality assurance criteria used. The research process discussed in this chapter included the philosophical perspective, the data collection methods, the data analysis, the quality control measures and the ethical considerations. In the next chapter, the researcher presents the results in the form of themes and subthemes. In addition, the researcher interprets the findings in line with the current literature and subsequently draws conclusions.

CHAPTER 5

FINDINGS OF THE STUDY

5.1 Introduction

Chapter 4 presented the research methodology in which the qualitative research approach and case study design were discussed as well as the sampling and data collection processes. Quality assurance was explained and an elucidation of how the researcher complied with issues related to ethical considerations, confidentiality and anonymity was provided. The data generated in this study was obtained from participants from the six public primary schools selected through purposive sampling. In answering the research questions, twelve individual interviews and six focus group interviews were conducted. The researcher conducted individual interviews and focus group interviews for the purpose of crystallisation. The participants were all members of the school management teams which included the principal, deputy principal and HODs and were selected because they formed the most important school management structure. A total of 30 participants was interviewed in this qualitative study and, by posing the same questions to all participants, data saturation was obtained. The findings of the study indicate that CAPS is better in terms of clarity and guidance for the teachers than the OBE and RNCS. This was in line with the findings by the CAPS evaluation taskforce. The findings from both individual interviews and focus group interviews suggest that principals do not clearly understand their role, and that not all principals use contextual intelligence in leading and managing curriculum change. It was revealed that principals are not effectively implementing these changes because of the varied contexts in which they operate. The findings from the individual interviews and focus group interviews are in agreement; however, the policy guidelines issued by the Department of Basic Education are not in alignment with the reality in schools. The findings show a discourse between policy guidelines and the principals' understanding of the policy. The assumptions of the researcher were that contextual intelligence positively influences the ability to implement curriculum change, and that not all principals use contextual intelligence in leading and managing curriculum change. The data presented in this chapter focus on examining principals' use of contextual intelligence in leading and managing curriculum change.

5.2 Data collection: sites and participants

5.2.1 Description of research sites

The study focused on six public primary schools from Tshwane East, Gauteng province in South Africa described below. For the purposes of confidentiality, the research sites (schools) involved in this study are referred to as S1, S2, S3, S4, S5 and S6. The descriptions which follow are important in guiding the reader on the socioeconomic conditions of the research sites which might impact positively or negatively on the ability of the school to effectively implement curriculum change. School S1 is former a model C school located in the inner city and caters for a large population of learners from the inner city and neighbouring townships. It is under-resourced and depends on government grants for its operation. School S2 is a township school situated in Tshwane East and caters for black South African learners from its location and neighbouring townships. It is under-resourced and entirely depends on government grants for its operation. The next school, S3, is a township school in Tshwane East which caters for mostly black South African learners from its location and neighbouring the township. The school is under-resourced and depends entirely on government grants in order to function. School S4 is a large former model C school which is well resourced and caters for multiracial learners from the sub-urban areas in Tshwane East. This school uses English as the medium of teaching and learning. School S5 is school is a former model C school in the inner city which caters for learners who reside in the inner city and nearby suburbs. The school uses English as the language of teaching and learning. It has a large enrolment and is well resourced. School S6 is a multiracial former model C school with a large population of white Afrikaans-speaking learners from the Tshwane East suburbs. The school is adequately resourced and offers Afrikaans as the medium of instruction.

5.2.2 Description of participants

According to the coding for each school, the principals, deputy principals and focus group participants are correspondingly coded as follows:

- Principals are referred to as P1, P2, P3, P4, P5 and P6.
- Deputy principals are referred to as DP1, DP2, DP3, DP4, DP5 and DP6.
- Participants in the focus group interviews are referred to as FG1, FG2, FG3, FG4, FG5 and FG6.

5.3 Research questions and themes

The research questions and the themes are reflected in Table 5.1, which is followed by detailed explanations of each of the themes and subthemes.

Table 5.1: Research questions and themes

Secondary questions	Themes	Subthemes
1. What contextual factors influence the leadership and management of curriculum change?	Socio-cultural and economic factors that influence curriculum as discussed	* Human, material resources * Technological resources * Communication with stakeholders * School culture * Management competence * Experience
2. What are the principals' views on why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum changes?	Understanding of principals' roles and responsibilities	* Material resources * Communication with stakeholders * School climate * Teacher development * Experience
3. How do school principals respond to contextual factors that influence curriculum change in their schools?	Responses to curriculum change	* Familiarity with policies * Changes in assessment * Language policy * Teacher development/orientation * Positive climate
4. What challenges do principals experience in leading and managing curriculum change?	Challenges in leading and managing curriculum change	* Work overload * Lack of resources * Poor planning * Communication * Attitude towards change * Poor parental support

109

5.4 Themes and subthemes

The researcher began by asking the participants questions which focused on their experiences of curriculum change. This gave the participants the freedom to discuss their understanding of and familiarity with curriculum change. The responses of the principals, deputy principals and HODs were synthesised and the following themes were identified: socio-cultural and economic factors that influence curriculum change, views regarding why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum change, personally orientated responses to curriculum change, and challenges in leading and managing curriculum change.

In order to elicit responses related to the socioeconomic factors that influence curriculum change, the researcher first asked the principals to talk about the curriculum changes they had experienced. The principals and deputies who were interviewed seemed to have experienced the RNCS, OBE, as well as the current CAPS curriculum changes. This led to the question of what key factors principals had considered when implementing curriculum change. All the participants agreed that socioeconomic factors greatly influenced their response to curriculum change. This theme was supported by the following subthemes:

- Material resources
- Technological resources
- Communication with stakeholders
- School culture
- Experience
- Community involvement

5.4.1 Material resources

The school's preparedness to implement a curriculum is shown by the availability of relevant learning media, infrastructure and funds. When the curriculum changes it results in resources having to be changed; therefore, for the effective implementation of curriculum change, principals need to ensure that funds, material resources, equipment and infrastructure are available. Participants were in agreement that, for schools to implement curriculum change effectively, leadership needs to plan and budget for resources such as textbooks, laptops, tablets, computers, internet, wi-fi, computer labs, laboratories and apparatus. Participant P1 explained:

When you change the curriculum from OBE, RNCS and then to CAPS you need to ensure the availability of materials that you can use in the class for example, stationery, textbooks, newspapers, radio and television.

On the same note, Participant P4 stated:

We also make resources available for teachers and students and we adjust the budget accordingly and things that they need as well. So ja we were quite involved in that as well.

Participants P1 and P4 noted that curriculum change comes with changes in requirements for human resources, equipment and other materials. They explained that for effective teaching and learning to take place, curriculum change leaders need to ensure that adequate resources are available.

Participants also indicated that the Department of Basic Education should ensure that it has adequate resources before implementing curriculum change. In answer to the question whether they have adequate resources for implementing the changes, participant P1 responded:

We have never had resources, we have never had enough resources honestly speaking with the SASA [South African Schools] Act that we have in South Africa, we can't have enough resources, if parents don't have money to pay school fees, we can't even ask them to help, and they are not well resourced.

Similarly participant P2 lamented that

Resources we struggle with, we depend on support from the Department of Basic Education for financial support. We can't purchase textbooks, stationery and interactive boards in classrooms for now because they are expensive but we are told that in terms of e-learning Gauteng online is offering assistance.

Participants P4 and P5 were in agreement with participants P1 and P2 that availability of human and material resources is of critical importance in successfully implementing curriculum change. Participant P5 pointed out that one of the things they consider when implementing curriculum change is availability of resources:

We also look at the material, resources that they must have. For curriculum implementation to succeed schools need to have sufficient human and material resources.

In agreement, participant P6 commented:

Leadership needs to ensure that the school has adequate resources for curriculum change to run smoothly schools.

The responses by all principals showed that they understand the important role of organising resources.

Participants DP1 and DP3 confirmed that they receive grants from the Department of Basic Education. Participant DP1 pointed out that:

> Well luckily enough we still actually have a system, the government still gives us a little bit of a stipend to buy material.

DP3 confirmed what participant DP1 said:

> We as the under-resourced school, we are extremely fortunate because the department always provide laptops, they provide computers, they provide photocopying machines.

This affirms the critical importance of ensuring that resources are available when implementing curriculum change.

5.4.2 Technological resources

All the participants agreed that technology has a huge impact on curriculum implementation. They argued that for schools to provide quality education and to prepare lifelong learners, they need to incorporate technology in their teaching and learning. Participants agreed that technology is essential in all schools as it provides important life skills. In addition, participants pointed out that schools should ensure that technological resources are available for them to incorporate technology in their teaching and learning. This is in agreement with Mukhari (2016), who argues that it has become a necessity for schools to embrace technology in their practices. However participants noted that the introduction of computers in public schools comes with benefits and challenges because of the different social and economic contexts the schools operate in.

Participants P2 and P3 described how their schools are struggling to implement the computer policy because they do not have the technological equipment. Participant P2 explained:

> We had computers, unfortunately our school was robbed when we were at home, the computers were stolen; now we have nothing, until such a time that we get money and purchase more computers.

Commenting on the same issue, participant P3 pointed out that:

> The socioeconomic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par with if we are

from model C schools in terms of technology. Our teachers are far much advanced, but the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced. I dream of a school where we could be using all this technology, I will tell you it will happen one day and when it happens I dream of a school where a teacher teaches, posts homework online, marks the work and posts results online.

Participants P2 and P3 spoke of the challenges of their schools to implement technology. Some of their teachers are advanced in technology but the lack of technological equipment hinders the implementation of the technology policy. They argued that textbooks have become obsolete as information is changing at a fast pace, therefore their schools need to move with the advances in technology. Participant P3 noted that their school has resorted to using smartphones and bringing televisions to school in order to provide visuals. This participant explained:

> I have seen a situation where teachers would bring their own televisions screens to the classrooms although we have not taken the initiative to equip the school with such technology, without saying much, the socioeconomic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par with if we are from model C schools in terms of technology.

Similarly, participant P2 pointed out:

> We are trying to find donors to help us with technological equipment. We now have a new mall in our community, so as the school management team we usually go to the big shops in search of donations.

Both participants P2 and P3 were describing the efforts their schools are making to implement technology in their teaching and learning.

In contrast, participants P4, P5 and DP6 who are from former model C schools commented that their schools have adequate equipment. They described the varied programmes they offer at their schools. Participant P4 mentioned:

> In the computer centre we expose the learners to different programmes such as Excel, Word and PowerPoint, even now for Grade 7 they do PowerPoint presentations for us.

In agreement, participant DP6 commented:

> I would say I use a lot of social media to help me with the mathematics as well, especially on face book, there's quite a few groups that you can chat on and they will assist you.

Participants DP4, DP5 and DP6 described the different computer programmes their schools offer, noting how they incorporate social media into their teaching, learning and for networking with other teachers. Participant P4 confirmed that their school is implementing computer technology:

> We have a budget for computers, we have a computer centre and a media centre which has won a couple of prizes already.

Similarly, participant DP5 reported:

> Every single day the library is utilised; every period there is somebody in the library doing something.

In support, Participant DP6 commented:

> We do e-teaching in the class, where we have wi-fi, internet and all that, there's TVs and we go on to YouTube and Pick 'n Pay has given us a free e-classroom website to use for the year.

Participants DP4, DP5 and DP6 described how their schools have a special budget for computers. They also indicated that they have fully equipped computer laboratories. They described how computers and technology had enhanced their teaching methodologies through sharing with others on social media.

5.4.3 Effective communication with all stakeholders

In curriculum change, communication involves providing information to the stakeholders; these are the Department of Basic Education, principals, teachers, learners, parents and the community. Participants were in agreement that communication is a prerequisite for successful curriculum policy implementation. Most participants expressed a belief that communication is a key factor in implementing curriculum change. They indicated that every principal should familiarise themselves with the information and then convey that information to all stakeholders. Participant P2 had this to say:

> You have to make sure that all the teachers get as much information as possible. When you are a principal you are expected to make sure your HODs are knowledgeable by providing them with information.

In agreement, participant P4 mentioned:

> We've got the newsletter that provides information to teachers, parents and students, but often we communicate via emails and social media.

Participants P4 and P5 recommended that principals should familiarise themselves with the policy and communicate it to the teachers, parents and the community at large. In addition, they mentioned that principals should ensure that all stakeholders have understood the policy change. The findings were in line with the role of the principal as described by the Department of Basic Education in the document "Personnel Administrative Measures".

Participant P4 noted:

> So as a school we always make sure that information gets to the teachers on time and even if we are not using the memos, we liaise with the facilitators from the district.

Participant 5 shared similar sentiments by stating:

> So we make sure that we know everything of the policy and we come back then and we train our staff on how to implement it, checking the time allocations, making sure that the time tables are according to what the policy is expecting from us to do.

In support, participant FG2 said:

> As a school we always communicate with the district office that make sure that the workshops are closer to where the teachers stay.

Participants P4, P5 and those in FG2 agreed that principals need to familiarise themselves with the curriculum change policy and convey the information to all stakeholders. They emphasised the importance of communication

Nevertheless, participants P1 and P2 reported that the CAPS policy had been introduced by the Department of Basic Education without consulting the stakeholders. Participants were of the opinion that there was poor communication between the policy makers and the implementers who are principals, deputy principals, HODs and teachers. Participant P1 described CAPS as

> a curriculum kind of a policy that was taken from another country and brought to our country.

Similarly, participant P5 commented:

> Language policy was imposed on schools without consulting all stakeholders.

This implies that all stakeholders should be involved in the planning and development of a new curriculum if it is to be implemented effectively. Participants revealed that a huge

115

communication gap exists between the child, the parent and the school, and policy planners, suggesting that there is need for better dissemination of information between the school, parents and learners for effective curriculum implementation to take place. Participants pointed out that the principals have to immerse themselves in the curriculum change policy before communicating the content to stakeholders.

5.4.4 The Importance of a positive school culture

Another subtheme that was highlighted was the need to create a productive school culture. School culture concerns itself with the beliefs, norms, values and ways of doing things which have been put together over time in a school. All participants expressed the view that for a school to implement any curriculum changes successfully, it needs to have a healthy and positive school culture. Participant DP2 said:

> So just make the environment as comfortable as possible for everybody not to be anxious.

Similarly, participant DP5 proposed:

> If you've got a team that work together and everybody works together no matter what curriculum you do, it will be a success, because we've got the right people, we do the right things, we've got the right structures in place, so we've got excellent HODs and great leaders and subject leaders that make sure that the correct things are done, that motivate the staff, that work on the positive and so it was actually quite a smooth transition for us.

In agreement, participant P6 noted:

> So when you get change you focus on the positive and you then embrace that side of the curriculum you say okay this is what they changed, this is what they want us to do and this is how we going to do it and you do it.

Participant DP3 emphasised the importance of having a positive attitude by saying:

> I had a negative attitude towards change but I just told myself if I don't go there, how am I going to explain to my teachers they won't understand.

Participants P5, P6 and DP3 pointed out that attitude plays a pivotal role in building a positive school culture. They concurred that when introducing change, principals should create a positive climate by fostering a positive attitude among parents, learners and teachers, working as a team with all stakeholders and making sure a comfortable atmosphere exists. Participants explained that positive attitude should start with the leader since the leader has great influence on others. Deputy principals and HODs were

in agreement with principals that there is a need for teamwork. They also emphasised that principals should create an atmosphere that is inclusive of all teachers, parents and stakeholders. This is in line with Gunn (2020), who points out that school leadership should ensure that all stakeholders speak with one voice and encourage an inclusive culture in the school. Principals need to appreciate that schools are closely interconnected with the parents and the community and therefore they should encourage "oneness" to attain the school goals.

Participants in FG5 affirmed:

> The advantage with our school is the team work and also good management. If it wasn't for the school management team that are on track, busy with the right things, planning ahead, making sure that staff know what to do and also checking regularly what is going on, with our extra teaching load that we also have, that's also a big thing.

Participants in FG3, FG4 and FG5 concurred with their principals that teamwork has a huge impact in implementing curriculum change. They pointed out that their principals positively influence the school management team teachers, students and parents thereby creating appositive school climate. They added that a principal who motivates and encourages teachers creates a positive and healthy school culture.

5.4.5 Teacher development and orientation

All participants were in agreement that for any curriculum change to be successfully implemented, principal, HODs and teachers need to be provided with training. Participants were in agreement that pre- and post-training for principals and teachers was a requirement for curriculum change to be implemented successfully. They argued that principals need to invest time and money in providing teacher development. Participants reiterated the need to ensure that all teachers, learners and parents are trained in the curriculum change. Participant P1 commented:

> Before any curriculum change can be made, they need to call teachers for workshops and staff develop them.

In agreement participant P3 said:

> You will agree with me that for a teacher to understand a new curriculum, development of teachers should take place.

On the same note, participant P6 mentioned that after introducing a new policy, principals need to capacitate teachers with the skills and knowledge they need to implement the policy. Deputy principals and HODs recommended that schools should send teachers for training and also perform internal staff development as well as peer staff development. Teachers need to be properly equipped with the appropriate skills and knowledge in order for them to successfully implement the changes.

Participants DP1 and DP3 were of the opinion that principals must plan for continuous training for teachers to stay abreast with the new developments in information and technology. As participant DP1 described it:

> If someone is a star in a particular area, we have make sure that they assist with training the new teachers and the older teachers.

This was supported by participant DP3, who stated:

> Mostly, we attend workshops as the school management team and I usually go with the teachers to their own workshops so that I can understand from the point of view how they react to this.

Participant DP4 added that if a school faced challenges in providing internal training it should invite external facilitators to come to the school and provide support. The researcher observed that some schools were not reaching out for support from the external facilitators. This leads to frustration and low morale as teachers require training support. A principal who uses contextual intelligence will utilise both internal and external enablers to support the teachers. This was reflected in school S3 which partnered with a local university to support their staff with extra training, and school S4 which utilised external support from other stakeholders to equip them with skills and knowledge.

5.5 Principals' views regarding factors influencing curriculum change implementation

Most principals were able to identify the contextual factors that influence their roles and responsibilities in implementing curriculum changes. The identified factors were:

- Material resources
- Communication with stakeholders
- School climate
- Teacher development

118

- Experience

5.5.1 Material resources

The availability of human and material resources, advances in technology, communication, school climate, prior, pre- and post-training for teachers and community involvement are all necessary requirements for effective change. Principals indicated that one of their key roles as a school leader is managing human and material resources. In the participants' view, it is the duty of the Department of Basic Education to ensure that all schools have adequate resources for effective curriculum implementation. Participant P1 commented:

> We are just dependent on the government financial assistance; our dream is that every child should have a tablet that has all textbooks.

Participants P2, DP1 and DP2 were in agreement with P1 that government should provide the technological equipment and resources for schools to be able to effectively implement the technology policy. This shows that some public schools do not have sufficient resources to incorporate advanced technology in their teaching and learning practices despite their wish to match the pace of technological advancement.

Participant P3 described the situation as follows:

> Our teachers are far advanced; the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced.

Participants P4, DP3 and FG3 supported P3's statement, saying that principals need to be creative in finding ways to incorporate technology in their teaching and learning. Participants P3 and P4 pointed out that under-resourced schools can form partnerships with the well-resourced schools and get human and material support. Another suggestion was that principals could involve the business people in the community to assist with financial and material resources. This implies that schools can utilise the skills and knowledge in their community to assist with the provision of technology and training.

5.5.2 Communication with stakeholders

All participants were of the view that communication plays a pivotal role in curriculum change. They agreed that principals, HODs and teachers need to be involved in the development and implementation of curriculum change. Participant P1 explained:

119

So you now start having to find out more, make calls where possible, research from the internet, make yourself a pro overnight. And you also need to have meetings where you talk about the curriculum with your HODs, you need to be really on your feet, checking on things like that. You need to get feedback on the curriculum change."

Participant P3 spoke of how their leadership communicates with the teachers to keep them informed:

So we have a very informed school management team, if you have people that are permanently employed they also assist a great deal, their confidence and so on and also taking through them this meetings now and then because they are not just meetings for the sake of meetings. These are curriculum briefing meetings to check whether we are in tune with the vision of the school in terms of curriculum change and most importantly what are the areas the learners and teachers that are struggling with.

Participants explained that school leadership needs to be well informed, knowledgeable and good communicators in order to sell their vision to teachers and other stakeholders. Therefore principals need to communicate their vision and the change policy to all stakeholders. Communicating the change policy to all stakeholders ensures shared sense-making and decision-making.

Participant P4 explained the ways in which their school communicates curriculum changes by saying:

We've got the school communicator that provides information to teacher, parents and students, but often we communicate via emails and social media.

5.5.3 How school climate promotes shared vision

Participants were in agreement that a school should have a positive climate that encourages shared vision. The participants' response was that, for a school to successfully implement curriculum change, they need to create a positive climate. They described a positive climate as open, supportive and inclusive. Participant DP2 recommended:

Know your school management team, who is good at what and be approachable because as the principal, the school management team helps you to run the school.

On the same issue, participant DP5 had the following comments to make:

I think the main thing is knowing your staff and identify the weaknesses and the strengths of every individual that you work with in the school and come with suggestions to the principals and say this teacher needs little development in this, can this teacher go on a course or we need the development in this area like human relations, send us on a course, let's see what we can pick up to make it a more effective within the school.

Similarly, participant P5 noted:

I think trust is the main thing, I've been here for twelve years with these two ladies and never a day have I felt that I cannot trust them. That makes it so much easier because if they come with suggestions we know they've got the knowledge and commitment.

The principals and deputy principals are in agreement that the school climate should be open and inclusive. Participants view teamwork and trust as critical among members of staff. They felt that there should be trust between members of staff and the community.

Participant DP3 explained that teachers need to have a positive attitude towards the change in order to implement curriculum change successfully:

So if a teacher understands and is positive, I think the learners would perform well. So in our school we perform very well, because I think those meetings are working, and the one-on-one, with the teachers is also working because if a teacher has a problem, it can be resolved easily.

The participants emphasised the need for a positive attitude and supportive environment that motivates teachers to work hard. In support, DP5 explained how she had to develop a positive attitude in order to implement curriculum change:

I had a negative attitude towards change but I just told myself if I don't go there, how am I going to explain to my teachers they won't understand.

This participant was pointing out that for a principal to influence teachers to have a positive attitude, the leader needs to lead by example. Therefore principals need to have a positive attitude towards change in order to be effective.

Most participants agreed that a school should have an open climate which involves all stakeholders in making curriculum decisions, except for participant P6 who was of the opinion that parents and community should not be involved in decision-making, as curriculum decisions are restricted to the school leadership only. Participant P6 had this to say:

121

Curriculum matters are strictly for the school management, parents have no voice in curriculum matters.

Such a view could be influenced by the past experiences since he was a principal when school decisions were restricted to leadership only. There is currently a move towards shared decision-making which promotes collaboration with the parents and the community in implementing curriculum change.

5.5.4 Teacher development and orientation

Training involves the acquisition of skills and knowledge and fostering norms and values. The initial training provides the basic skills; however, education is dynamic, therefore training should be continued by means of staff development to keep abreast with the advances in education. Participant P1 proposed the following:

> So train your staff very well, seek help, let other people come and help you understand it, then you are more likely to get good results. Without good preparation, without consultation you are more likely to find people not wanting to learn and adapting to the change.

In agreement, P4's opinion was:

> Initially when you start off with any new curriculum, the best way is to actually just study the book and the curriculum and the syllabus and to know exactly what is expected of you for each subject, each learning area and to work through it.

In support, participants in FG5 confirmed that HODs go for training first so that they can assist the teachers. Participant FG5 explained:

> As the HODs, we are the ones that have to implement it and every time it is in our face. So we go to the training sessions first and we come back and we train our staff on how to implement it, how to use it, how to set up a teaching plan, how to set up the differences in the growing of the subjects, especially in the foundation phase every year's progress with numbers etcetera.

Similarly participant P3 described the training they offer at his school by saying:

> We call this integrated quality management systems, this is where teachers for example will draw their personal growth paths and they will indicate the areas of weaknesses that they are experiencing and then from there we will come up with a programme on how they are going to be assisted, develop them so that there could be competent, in the end.

Participants P1, P3, P4 and those in FG5 were recommending that before any curriculum change is implemented, teachers go for training on the curriculum change. Participant P3 added that they begin by identifying the areas which teachers are struggling with and assist them according to their needs.

Participant P4 described how training workshops help motivate teachers as they gain confidence in their teaching:

> I was just simply saying that teacher training, workshops and other initiatives from the side of government introducing – exposure to better ways of doing things, will greatly assist to motivate your staff at the school.

This was supported by participants from FG4 who point out that professional development empowers teachers:

> We are always on training, we always empowering ourselves by going on workshops, going on courses, and we as HODs, we don't act like we know it all.

Participants P4 and FG4 are emphasising the importance of training by both the department and the school. They affirm that staff development exposes teachers to better ways of doing things and gives them a sense of ownership. On a different note, participant P3 believes that teachers welcome training, but the challenge is that when schools invest their few resources in training teachers, subsequently the teachers leave to teach at other schools. The challenge in this situation is that the school will have invested considerable resources, and it takes a long time to train teachers. By contrast, participant DP1 finds that teachers do not like going through training. This could be because teachers are overwhelmed by other duties and are therefore too tired to undergo training. With this in mind, principals need to create ways to motivate teachers and to retain their skilled staff.

5.5.5 The role of participants' experience in the implementation of curriculum change

Participants expressed the view that experience plays a critical role in the implementation of curriculum change. Participant P2 had this to say:

> Well, past experiences, I would say the most important thing that I've learnt, because in the past when I have been anxious, then you know I tend to make mistakes, so just to try and make people feel at ease and then introduce the change.

123

In agreement, participant P4 added:

> I think it's my experience teaching in different provinces that has helped me manage curriculum change. The experience to manage teachers and resources.

Both participants P2 and P4 are pointing out that experience has helped them in managing human and material resources as well as having a positive attitude towards change. Participant DP3 commented:

> So I had the opportunity to go to that school to be the principal. So it was easy for me because then I was hands on with the running of the school – to me, everything that the principal is supposed to do.

The participants are emphasising that having prior experience helps in implementing curriculum change. Principals who have prior experience in leading and managing a school are likely to experience fewer challenges in implementing curriculum changes.

Participant DP5 believed that experience has great influence on curriculum change. This participant said:

> The older teachers, I won't say older teachers, the more mature teachers in the profession, don't like change; they always compare: "But we did it this way and we did it that way", and it's very difficult to get them up on board, but you gradually they get on board.

Participant P6 felt that mature teachers are likely to resist curriculum change because they are used to old ways of doing things.

5.6 Personal experience in response to curriculum change

Another theme which participants foregrounded was personal experience in response to curriculum change. In this theme, participants shared their experiences in dealing with the curriculum change in different contexts. The theme was supported by the following subthemes:

- Familiarity with policies as a source of participants level of confidence
- Participants views on language policy
- Technology policy
- Teacher development/orientation

5.6.1 Familiarity with policy

All participants welcomed the CAPS policy and pointed out that it is organised and is relevant, but the common perspective was that there have been too many changes within too short a time. Participants also mentioned that principals and teachers are well informed on the CAPS policy. Participant P1's observation was:

> I would say with CAPS is more refined in terms of what we were struggling with the OBE curriculum. It is more refined but it still has its own challenges here and there.

Similarly participant P4 explained:

> I think the CAPS in a way it did bring a lot of better things, so yes we were glad with CAPS it came, but once again with the CAPS introduction, the assessment are too many in the various subjects, especially the languages and maths. In support participant DP2 pointed out that: With CAPS I think you know it was different, and maybe I went there with a positive mind. Assessment, is clear when to assess, that is what I like mostly about it.

Participants P1, P4 and DP2 expressed their view that CAPS is more organised than the OBE and RNCS in terms of teacher preparation and assessments, although participants felt that there were too many assessments, causing stress to teachers. These findings align with the National Evaluation Report (2017) which noted that CAPS is superior to its predecessors in terms of guidance offered to teachers.

5.6.2 Participants views on language policy

The majority of participants considered that the language policy had been imposed on them without consulting all levels of stakeholders. Participants P1 and DP1 both explained how their school had tried to implement the additional language policy, but they had experienced challenges because of the diverse cultures in the school. Participant P1 felt that in a school with more than 20 languages, it was a challenge to help the parents to select one local language. Participant P1 had the following to say:

> So we realised that Sepedi which is one of the African languages, is not liked by parents. In a way we were pushed to actually do away with Sepedi back then, and now we have only Afrikaans as our first additional language.

Similarly, participants P3 and DP3 from a township school indicated that their school had diverse languages: Zulu, Sepedi, Sesutu, Venda, Tswana and other foreign languages.

Therefore, parents opted to have English as the main language and Afrikaans as an additional language. Participant DP3 continued:

> But then it is difficult for us to implement the local languages. Everything that we wrote into the language policy we have to adapt to other languages so that we can accommodate those learners that are not covered by our language policy.

The aforementioned participants experienced challenges in selecting the additional language since their schools have students from diverse cultures. Therefore their schools opted to have English as the language of instruction and Sepedi as the additional language.

Participants P4 and DP4 reported that their school had always been an English-speaking school with Afrikaans as a first additional language; therefore the school continued with the status quo. However, the school was offering Sepedi as a communication language since there was no space in the timetable to add Sepedi as a second additional language. Participant P4 explained that

> There is no really space for additional language on the curriculum, although the department wanted us to add another local language. We implemented that to a certain extent in the foundation phase but the more time you give to that, our problem is that we've got many children coming from other schools and various different home languages as it is.

Participant P4 added the following observation:

> Look, Sepedi is offered as I say [as] conversational language and has been for many years from Grade 1 to 7. So we do offer it and the children go to lectures once a week. Once again it takes time to translate from English to other languages and other subjects on the curriculum, which puts a burden on the national of time for that subject.

All participants were in agreement that it is a challenge to add another home language in view of the varied cultures of learners with different languages. Their main concern was that it takes time to translate the lessons to local languages, and therefore the implementation is slow. Another concern was that if learners moved from one province to another they would experience challenges with the additional language since the additional languages differ from province to province. Therefore a child who is learning Zulu in Kwa Zulu-Natal province might face challenges when they move to a school in Tshwane which offers Sepedi. The other issue raised by participants was that it is difficult to include an additional language to a timetable which is already full.

126

5.6.3 The benefits of effective technology policy

All principals in the study positively welcomed the technology policy, and viewed it as beneficial to their schools. Deputy principals and HODs concurred with principals on the advantages of incorporating technology in their teaching. All participants regarded computer technology as bringing creativity and innovation to teaching practices. Participant P2 commented:

> Even though our school has a lot of learners, the technology in the school helps us manage the administrative work because the principal, deputy principal and every administrator has their own computer or laptop.

This was supported by participant P5 who explained that the technology they used, and the innovative ways that the teachers taught, helped them in implementing curriculum change. These participants pointed out the benefits of technology in routine matters such as dealing with books, stationery and enrolment school fees. Participant P6 added:

> It was not that major adaptation that we had to make, because actually it was always part of the curriculum, it's only that they separated it, so that's not a major change and that was quite easy for the staff to buy into it.

The findings reveal that the former model C schools had already been incorporating technology in their teaching and consequently had no challenges in using technology. They already had the equipment and Wi-Fi and therefore implemented the technology policy easily.

Participants from township schools spoke of the challenges they faced in implementing the technology policy. Participant P3 said, "We do have a computer centre but it's non-functional currently because we've had government bureaucracy". Participant DP3 elaborated their school situation by explaining that:

> It is difficult to offer computers to the students because we had a computer lab but it was vandalised. We had Gauteng online who provided computers, they provided all those things. The learners, we were taking them in groups and in grades. There was a period where they had to learn computers but then for now, we cannot do that because it seems we cannot do that. We get a lot of break-ins.

Participant P2 who is from a school in a similar situation pointed out:

> The school has been burgled a lot; many things have been stolen, so our learners do not use technology as such. We had computers in the media centre but we no longer have a single computer. When students get to do research work we have to make sure that parents help by using the internet café, their smart phones and

127

all that, and it is a lot because if a learner comes from a home where there is no smart phone and he is supposed to research or find out something, then they cannot or they cannot pay the internet café to find that information, therefore the learner will come to school without doing the work

The findings reveal that the former model C schools experienced fewer challenges in implementing the technology policy than the under-resourced schools did, because of shortages in staff and materials. Participants P2 and P3 who are principals of township schools, indicated that they had computer labs which were fully equipped by the Department of Basic Education. Unfortunately in both schools they could no longer offer computers classes since the computers had been stolen. Participant P2 added that when they applied for replacements, the department had taken a particularly long time to respond because of government bureaucracy. This participant understood that the school's inadequate resources made it difficult to introduce technology. Participant P1 felt that technology was of critical importance and that principals should become creative in order to offer computer technology in their schools. He said:

> We also do wish to have white boards in all the classes, but that is a dream that we will only achieve when we get funds that become available.

Similar sentiments were shared by participant P3:

> Our teachers are far much advanced, but it is the issue of resources and infrastructure, but that does not bar us from ensuring that we are also technologically advanced.

Participant P3 reported that their school had partnered with private schools and universities to assist their teachers and learners with computer skills. This participant noted that their school had embarked on a project with parents at the school to promote community involvement in protecting school infrastructure and resources. By contrast, participants P4, P5 and P6 understood that their schools received financial support from parents and therefore had fewer challenges than the township schools. This socioeconomic situation implies that principals of disadvantaged schools have to come up with ways of raising funds for purchasing and maintaining technological resources and training teachers. This confirms the adage that "necessity is the mother of invention" as township schools are pressured to be creative and innovative.

5.6.4 The value teacher development and orientation

Participants in this study agreed that pre- and post-training for teachers played a critical role in the implementation of change. Participant P3 commented, "So I would say the principal needs to expose themselves to new ways of doing things, attend workshops, seminars". Participant P4 said:

> You will agree with me that as a teacher, for you to understand a new curriculum, development of teachers should take place. They should be trained at the college for many years and the training should continue after university training.

In particular, the opinion of participants P3 and P4 that teachers and principals need to have pre- and post-training suggests that the curriculum being taught at the universities should match what is happening on the ground. Participant P3 confirmed that the younger teachers who had just gone through university were being prepared for the CAPS policy. He commented:

> We will tell you that many of the young teachers that are entering the system at least are teachers that have gone through the training at universities or colleges.

Participants P3 and P4 are emphasising the important role of universities and colleges in providing training that matches what is being taught in schools. Various participants also pointed out the importance of providing continual education in schools. Participant DP1 had this to say:

> You are expected to make sure your HODs are knowledgeable. You need to be checking their work, assisting them individually and giving them tips as to how they should also mentor and monitor the teachers.

In support, participant DP2 explained:

> Mostly we attend workshops as the school management team, and I usually go with the teachers to their own workshops so that I can understand from the point of view of teachers, as the manager, how do they react to this.

The deputy principals in this study agreed with principals that teachers need to be provided with training on the change. They confirmed that the Department of Basic Education makes an effort to capacitate teachers to deal with the new curriculum.

Participant P2 pointed out:

> At the beginning of the year, each year there is training that we call road show. In the road shows, teachers are given ample opportunity to understand the

systems, especially those teachers that are coming in[to] the profession for the first time.

The HODs also confirmed that the Department of Basic Education provides training. Participants from FG3 reported:

> So we go to the training sessions first and we come back and we train our staff on how to implement it, how to use it, how to set up a teaching plan, how to set up the differences in the growing of the subjects, especially in the foundation phase.

The findings are in agreement with the national Evaluation Taskforce Report that principals and teachers are provided with the CAPS training. Principals indicated that they train their teachers at school level but highlighted the "brain drain" situation where a school trains teachers and after training, the teachers move to more privileged schools. Participant P3 explained that:

> So it took us time to develop our people to become experts. Unfortunately we have lost a deputy principal in the last two years and all the HODs except for one.

The consequence for township schools in this situation requires principals who use creativity in retaining teachers by motivating them and ensuring that the school attracts and retains highly skilled teachers.

5.7 Challenges in leading and managing curriculum change

The findings revealed that CAPS as a policy is organised, well planned and has specific assessments but comes with several challenges. Some of the challenges are:

- Lack of resources
- Work overload
- Poor planning
- Overcrowding
- Poor parental support

5.7.1 The influence of lack resources on curriculum change

When introducing change, one needs to ensure that adequate resources are available. Change comes with costs in terms of training human resources, as well as purchasing books, and teaching and technological materials. All participants were in agreement that

resources have a huge impact on the effective implementation of curriculum change. This is in line with Morowane's (2019) argument that effective implementation requires adequate resources.

Although participants acknowledged that the Department of Basic Education is making a concerted effort to distribute human and material resources equitably, they pointed out the cost of change. Participants P1, P2 and P3 who are from under-resourced schools, mentioned that although the government provided schools with grants and material resources, they experienced a shortage of resources as a result of theft. As noted under section 5.4.2, participant DP2 indicated that following a burglary at their school, they had no computers until they could find money to purchase more. This was confirmed by participants DP2 and DP3 who described one of the challenges of township schools as losing the few resources allocated to them by the government. Participants P1 and P4 said that they wished to be on a par with model C schools in terms of technology, but they have no resources. They pointed out that technology is expensive since it involves the costs of purchasing and maintaining the equipment as well as wi-fi costs. Participant P3 and DP3 who are from the same school pointed out that their school was making an effort to raise funds for purchasing computers and whiteboards through community involvement. Despite efforts by some principals to incorporate technology into their teaching and learning practices, the speed of changes in technological advancement exacerbates the challenges of acquiring adequate resources as the changes come with upgrading equipment. Schools end up with obsolete equipment or no equipment at all because of the high costs. This suggests that principals need to be resilient, creative, innovative and able to adapt to new situations.

5.7.2 Work overload challenges

It emerged from the findings of this study that the annual teaching plans (ATPs) are causing an increased burden and workload, leading to stress and anxiety among teachers. This corroborates the findings of the National evaluation unit who also revealed that ATPs have resulted in work overload and distress among teachers. Participants pointed out that the challenge with ATPs emanates from the discourse between the policy planners and the implementers who are principals, HODs and teachers. Participant P1 explained:

> This curriculum has got its own challenges, in some cases there are so many assessments in some projects that we are teaching for assessment purposes with little focus on understanding the concepts.

Similarly, participant P2 expressed this opinion:

> I think most of the curriculum changes have actually just brought anxiety because the assessments in CAPS are too many, especially for the languages.

This was supported by participant DP5 who said:

> For me, it was difficult in the beginning because I had to stop everything and assess, then after three days, my learners are behind with the work.

The participants above are overwhelmed by assessments and paperwork. This has resulted in teachers focusing on assessments and having no time for reinforcing the concepts taught. Participants explained that lack of consultation has resulted in assessment targets which are too high. In agreement, participant DP3 said:

> My learners that I teach are thirty-eight in class. If I assess maybe ten learners a day, it takes me three to four days. And in the meantime while I'm busy assessing, other learners are busy doing something. So for me, it was difficult in the beginning because I had to stop everything and assess. Then after three days, my learners are behind with the work.

Participant DP3 is describing the challenges they experience in assessing students. He pointed out that there are too many assessments and they take a long time to complete, thereby putting pressure on the teacher who has to assess students over three or four days. This results in teachers falling behind with their assessments.

5.7.3 The effects of overcrowding on classroom practice

With the high demand for education, South Africa is pushing to meet the millennium development goal of providing quality education. The high demand for education has led to overcrowding in schools. Research by Marais (2016) reveals that overcrowding in schools could lead to poor results by learners because teachers may be unable to have one-on-one interaction with them. Participants DP2 and DP3 who are from township schools described the challenges of overcrowding in their schools. Participant DP2 explained:

> As far as the classrooms are concerned, overcrowding is a major issue, because we're sitting at forty-seven learners in some classes, and then I think overall you are sitting at close to a hundred and sixty something in some grades. This results in shortage of textbooks and stationery.

Similarly, participant DP3 observed the following:

132

My plans would be that every learner in the school can read and write, and do their own critical thinking without the teacher, they can do all that. The problem is we are still struggling with the overcrowding part of it, but my wish would be like, because we have the premises, why not build more classes instead of having sixty students in a class.

Participants DP2 and DP3 are narrating their experiences with large classes and overcrowding, which results in challenges with human and material resources. In addition, participants described the challenges of providing one-on-one interaction as teachers were overwhelmed by the large classes. This was confirmed in FG2 and FG3, with HODs pointing out that overcrowding in classes leads to poor teaching and a shortage of resources. The overcrowding in township schools could be caused by the fact that townships are overpopulated and by a shortage of qualified teachers.

Similar sentiments were expressed by participant P1 who is from a former model C school:

> Another challenge is that of overcrowding. Being an inner city school we cater for a large pool of students from diverse cultures. This results in overcrowding as some classes have up to forty-seven students.

In support, participant P5 who also teaches at a former model C school concurred with these statements:

> And we are sitting with big classes as well, that makes it a problem as well because then you can't interact with every child. Also the time, it's too little, we just can't cope with that, the time. But what makes it better is that we have a textbook and the textbook makes it easier for some of the learners that go through the work with their parents.

Although participant P5 considers having forty students in a class as overcrowding, their classes are smaller than those of the township schools. This is an imbalance which was inherited from the apartheid system which has led to inequality in schools. The efforts of the South African government to address these inequalities have resulted in some schools being overcrowded. A contextually intelligent leader does not focus on the overcrowding but finds creative ways of dealing with the issue especially with covid 19 pandemic, the role of innovative leaders has become crucial.

5.7.4 Poor parental support

Responses from participants in the study indicated that parental support in both former model C schools and township schools is very low. Parents are not fully involved in their

children's school activities and some parents are resisting the introduction of technology and home language. Participant DP1 said: "the trouble you have is that the parents have to be taught how to help their children at home". Participant DP1 is pointing out that most parents need to be provided with the skills required to assist their children with homework. Participant DP4, who is from a former model C school, also indicated that there is little parental involvement in school activities: "Out of fifteen hundred children we had about forty parents attending the meeting." These responses show that in general, parents are not engaging with schools to assist with school activities. This is confirmed by the Waterford Organisation (2018), which indicates that there has been a drop in parental involvement and engagement in education matters as parents now prefer remote methods of communication such as WhatsApp, online portals and Twitter. Such parents are likely to attend parent–teacher conferences or school activities less often because they can get feedback online. Principals have to come up with ways of involving and engaging the parents.

Despite the challenges of poor parental attendance at meetings, participant DP4 described their future plans to involve parents in meetings:

> So now what we've got the plans in place and what is going to happen next term is, we are going to meet the parents per grade and we are going to say it's an academic meeting where you have to attend or other issues as well but mostly academic. And then, as teachers, we are there to explain or to listen and adhere and maybe adapt a little but which we don't know concerns or problems. So that's how we going to try and fix it.

Similarly participant D2 narrated the school's plans to involve the community in the security project.

> So we plan to involve parents in protecting the school property and resources. This will be their project but we will provide them support.

The findings show that despite poor involvement of parents in school activities, some schools are making an effort to involve parents in these activities.

5.8 Summary of the chapter

This chapter presented and interpreted the findings of the study. The results were discussed according to the themes of socio-cultural and economic factors that influence curriculum change, views on why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum changes, personal response to

curriculum change and challenges in leading and managing curriculum change. The study revealed that the contextual factors which influence curriculum change are the provision of human and material resources, technology, political decisions, leadership style, school climate, socioeconomic background, training and experience. The study also revealed that participants positively welcomed the CAPS policy changes, but that they had experienced several challenges in implementing the policy. Some of the highlighted challenges were the shortage of human and material resources, the rapid pace of change in technology, discourse between policy makers and implementers (principals and teachers) and work overload.

In Chapter 6, the researcher provides a discussion of the findings and the themes that emerged. The discussion in the next chapter also highlights the potential contributions of the study to the existing literature on how contextual factors influence the leadership and management of curriculum change.

CHAPTER 6
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The main focus of the study was to examine principals' use of contextual intelligence in leading and managing curriculum change. The sub-questions that guided the study were: (a) What contextual factors influence the leadership and management of curriculum change? (b) What are the principals' views as to the reasons why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum change? (c) How do school principals respond to contextual factors that influence curriculum change in their schools? (d) What challenges do principals experience in leading and managing curriculum change? (e) What context-specific model can be suggested for dealing with the changing curriculum?

The previous chapter analysed and interpreted the collected data. Four themes subsequently emerged from this study, namely: (a) socio-cultural and economic factors that influence curriculum change; (b) principals' views regarding why the identified contextual factors influence their roles and responsibilities in the implementation of curriculum change; (c) personally orientated responses to curriculum change; and (d) challenges in leading and managing curriculum change. These themes were discussed and analysed. In this, the concluding chapter, the findings of the study are discussed and certain conclusions are drawn. The significance of the study, its limitations and suggestions for further studies are provided.

6.2 Contextual factors that influence curriculum change implementation

The findings revealed that there are several contextual factors that influence the implementation of curriculum change. These factors, which all have a great influence on curriculum change implementation, include the availability of financial, human and material resources, technology, the school climate, leadership style, socioeconomic

status, culture, policy, training and experience. This is in line with Rhudhumbu (2015) whose findings reveal that factors such as resource adequacy, time, school ethos, professional support, professional adequacy, professional expertise, professional attitude and interest, and participative leadership impact the implementation of curriculum change.

6.2.1 Financial and material resources

All participants were in agreement that financial, human and material resources play a critical role in the implementation of curriculum change. They pointed out that any change in curriculum comes with changes in resources; therefore, the policy makers need to plan for the resources required to effect the change. They indicated that principals need to plan and budget for the resources during the planning stages of policy change so as to avoid any surprises in implementation of the change. The findings revealed that former model C schools are well resourced and have the means to implement curriculum changes. Participants from former model C schools described how they budget for acquisition of textbooks, a budget which is reviewed each year. They have libraries fully equipped with books and other learning materials. Classes are given library slots to access the library and do research work. They also described how private companies have been involved in providing and assisting with these resources.

On the other hand, the quintile 1 and 2 schools have insufficient resources. Participants from township schools described their struggle to provide textbooks. Students have to share books and therefore cannot take books home to do their homework. Participants pointed out that it is a challenge to assign projects to the students as there are no funds to purchase the required material. Lack of resources affects how they implement policy changes, and they get very little support from their parents and community because they are poorly resourced.

 Although government provides school grants to support under-resourced schools, this has not balanced the inequities in the availability of adequate resources. While under-resourced schools are provided with material and technological resources they lose these through theft or damage. This agrees with the conclusions of Dyk and White (2019), who find that a lack of sufficient resources in South African schools has a significant impact on teaching and learning. In the interviews, participants described the huge theft problem that affects township schools; they have no backups to replace stolen equipment. Non-fee-paying public schools struggle to purchase the material resources

137

and equipment required to effectively implement curriculum changes. The township schools are situated in poor communities and therefore struggle to get financial and material support from the parents.

6.2.2 Technological and human resources

The study revealed that all participants acknowledged the importance of technology in meeting the millennium education goals of providing quality education to all. The researcher observed that participants are very keen to advance in technology. They described their vision of incorporating technology such as tablets, laptops and interactive boards into their teaching. They confirmed efforts by government to provide technology by introducing Gauteng online, but acknowledged that there is still a shortage of technological resources in townships and rural schools. Participants from township schools reported that their schools are struggling to keep up with the fast changes in technology. Participants from former model C schools, on the other hand, have a specific budget allocated to technology and therefore can update the equipment to keep up with the advances in technology.

Participants pointed out that the rapid advances in technology have worsened the resource shortages in township schools. They also described how under-resourced schools struggle to keep abreast with the fast-changing pace of technology. The findings reveal that township schools are stuck with obsolete or no technological equipment at all, owing to insufficient resources and theft of technological equipment, which exacerbates the situation. The move towards virtual and eLearning arising from the Covid-19 pandemic has added to the challenges of township and rural schools who cannot afford technological equipment, wi-fi and maintenance costs. This implies that principals of disadvantaged schools have to come up with ways of raising funds for purchasing and maintaining resources and training teachers.

Another factor which participants raised was the issue of availability of human resources and the huge impact this has on the implementation of curriculum change policies. Most participants complained of the high teacher–student ratio because of a shortage of teachers. They felt that the large numbers affect the quality of teaching as teachers are overwhelmed by the large numbers. Teachers struggle to provide one-on-one assistance because they also have a great deal of administrative work to attend to. Another issue raised was the fact that teachers sometimes end up teaching subjects that they are not trained to teach and therefore this affects the quality of teaching and learning.

The theory that underpins this study emphasises that a contextually savvy leader needs to be innovative when dealing with shortage of resources. Principals need to think "outside the box" and find ways of mobilising resources required to implement curriculum change by networking with other schools, private companies and NGOs. The findings of this study showed that only two of the six schools demonstrated innovation in acquiring resources. School S3 has partnered with an independent school to which it sends its students to learn computers skills. In this case, the leadership of school S3 demonstrated the use of contextual intelligence in implementing the technology policy in which their learners are able to use the computer facilities of another school. On the other hand, school S2's response is that they are not offering computer studies as their computers have been stolen. School S2 had just accepted the status quo by not incorporating technology in their teaching. This confirms the findings by Morowane (2019) that the schools in poor socioeconomic environments are not implementing the technology policy because of shortage of technological resources.

6.2.3 Socioeconomic status

Another important factor that participants regarded as influencing the implementation of curriculum policy was the socioeconomic status of the parents and the community. The findings showed that students from advantaged communities demonstrate respect for their learning and their parents provide resources and skills. In contrast, most students in under-resourced communities show little interest in school activities and the parents do not support the schools with resources or skills. This could be because the parents are busy trying to make a living to buy food and basic necessities. Similar findings are described by Barnerjee (2016) who points out that students from poor neighbourhoods struggle with their schoolwork because they do not have adequate financial, human and material resources. This is affirmed by Durisic & Bunijeva (2017), whose findings reveal that students from under-resourced neighbourhoods have little parental support in their school activities. Therefore, principals need to open their school to parents and the community as this helps to obtain support with curriculum implementation. A contextually intelligent leader taps into the skills available in their community despite their socioeconomic context.

Some principals are not effectively implementing the CAPS policy because their schools are located in poor socioeconomic environments and therefore there are insufficient resources to sustain the implementation of policies. Such leaders need to use innovation

and identify the enablers in their environment which can assist with the required resources. On the other hand some contextually savvy leaders are using innovation by tapping the resources in the community such as networking with other schools and private companies to assist with material resources such as textbooks and technological resources such as computers tablets and Wi-Fi. Some well-resourced schools are embarking on community projects that help the under resourced schools.

6.2.4 Communication

Participants were in agreement that clear communication is of critical importance in the effective implementation of curriculum change. They explained the importance of communication among all stakeholders, confirming that when they receive the curriculum change policy they familiarise themselves with the policy first and communicate the policy to the teachers. They described the ways in which they communicate the change. Some of the examples included social media, newsletters, face-to-face meetings and training workshops. Although the participants confirmed that they receive communication from the Department of Basic Education, the researcher observed that some of the policies are not clearly communicated and interpreted well to all stakeholders. Participants seem unsure of the expectations of the Department of Basic Education concerning the language policy. For example, some schools are offering the additional language only to Grade 1 and some schools are offering the additional language for conversation only. The observation was confirmed by HODs who indicated that there is need for clear communication between policy planners, principals, parents and other interest groups. Participants mentioned that sometimes communication with the department is obstructed by red tape which slows down the communication process. This is in line with Daniels (2017) who argues that effective communication depends on the timing. Another compounding issue is the fact that teachers are represented by their unions but sometimes the communication from the Department of Basic Education is not clearly disseminated to the rest of the teachers. The findings revealed that principals who are involved in the trade unions and policy formulation are well informed about the policies compared to principals who are not involved in the trade unions. Therefore it is the responsibility of principals to pass on clear communication of the policies to the teachers. This emphasises the importance of providing effective communication channels and incorporating feedback into the communication process.

6.2.5 Teacher orientation and development

The study revealed that training plays an important role in implementing curriculum change. All participants were in agreement that prior training has an influence on how principals and teachers implement change. Participants pointed out that teachers who were provided with lifelong training in colleges found it easier to deal with change. Participants acknowledged that the Department of Basic Education provided initial training for principals, deputy principals, HODs and teachers on the CAPS policy. Nevertheless, some schools struggle to fund follow-up training at school level because of the high costs involved in implementing curriculum change. Principals who demonstrated effective use of contextual intelligence in leading and managing curriculum change were able to use the enablers in their schools (such as expert teachers, skilled parents and community members) to effectively implement curriculum change. The findings revealed that most schools were providing staff development at school level. For example, schools S3, S4, S5 and S6 group teachers according to their training needs and provide staff development. Some school organise "buddy teachers" who mentor new teachers and those who are struggling. Schools S4, S5 and S6 are providing training at school level by making use of the expertise of staff. School S3 has demonstrated creativity by partnering with a university to assist their school with teacher development..

6.2.6 School climate

It was found that a healthy and positive school climate influences the effective implementation of curriculum change. The principals, deputy principals and HODs emphasised the importance of having the right attitude, a positive climate and a willingness to embrace change. This is in agreement with Gunn (2020), who affirms that effective curriculum implementation largely depends on a positive attitude towards change. Similarly, Wadi (2015) feels that attitude towards change plays a critical role in curriculum change. For any change to be successful, the implementers must embrace change and have the right attitude towards change. One of the challenges experienced by principals was teachers' negative attitudes towards change. The findings revealed that sometimes teachers and principals do not wish to change because of fear of the unknown or because they do not have the technical skills required to change. Participants indicated that sometimes mature teachers have a negative attitude towards change because they lack computer skills. This is in agreement with Rick (2011), who further argues that individuals who are connected to old ways of doing things might

141

struggle to adjust to change, especially if the change is not clear. Therefore, principals need to have a clear vision, communicate the change and influence the teachers positively towards the change to attain effective change.

Participants agreed that for a principal to bring out the best from teachers and learners, the principal needs to motivate them so that quality teaching and learning is realised. The findings showed that HODs feel involved and encouraged by their principals. Most of the participants described their principals as enablers in their schools as they motivated teachers, students and parents. This is supported by Morowane (2019) who expresses similar sentiments, arguing that "motivation has the power to transform the unproductive mind set into a productive one". Some principals involve all stakeholders in the planning and implementation of the change, starting with collaborating in coming up with the school vision. Participants were of the view that principals should know and understand the learners, teachers and parents (stakeholders) of their schools and utilise their strengths. In four of the schools, HODs believed that their school principals create a positive atmosphere and encourage open communication. The researcher observed that the HODs in these schools are highly motivated and have a sense of ownership. The four principals utilised their experience and intelligence in dealing with all stakeholders.

The findings showed that principals who demonstrate a good understanding of context display qualities of transformational leadership. Bass describes the traits of a transformational leader as being inspiring and empowering others, creating an intellectual stimulating environment, being a good listener and providing positive feedback, publicly recognising performing staff and thanking members of staff for outstanding contributions, motivating staff by encouraging teamwork, clearly articulating the vision of the organisation, and working on shared goals.

The researcher observed that the three principals who demonstrated effective contextualisation of context were described by their deputy principals and HODs as having a clear vision, being highly organised, having an open-door policy, practising shared decision-making and encouraging teamwork. The principals in these schools had a clear vision of the curriculum plans for the school and involved teachers, students, parents and the community in coming up with a vision and planning for curriculum change. This is corroborated by the findings of White (2018), who describes effective school principals as having clear targets, showing cooperation, have good morals, having open communication and providing coaching and mentoring to stakeholders. A

compounding factor for the effective implementation of the curriculum by the three leaders could be their involvement in the development of the OBE and CAPS policies. The study revealed that these leaders are active members of teachers unions and therefore are well informed. This emphasises the need for policy developers to involve teachers and principals in curriculum development.

6.2.7 Experience

It goes without saying that wisdom comes from experience through the years coupled with institutional memory. Experience has also taught that change is constant and must be embraced, as evidenced by policy changes as well as the current Covid-19 pandemic. Participants indicated that experience is critical in implementing change. They explained how they had benefitted from experiences of teaching in different provinces. Participants who had some experience in teaching in quintile I and 2 schools as well as in quintile 4 and 5 schools found it easier to adjust to change than the principals who had experience in only one specific type of school. Participants were of the view that the experienced and mature teachers struggled to adjust to change because they were used to certain ways of doing things. Some participants argued that the younger and inexperienced teachers also struggled with implementing curriculum changes because they needed more training. A principal who uses contextual intelligence will be innovative in finding ways to positively influence the inexperienced teachers as well as the mature teachers. Schools S3, S4 and S5 had planned training programmes that grouped teachers according to their training needs. The principals in these schools are experienced and therefore use their experience in developing teachers.

6.3 Principals' views regarding factors influencing curriculum change implementation

6.3.1 Familiarity with policy

All participants except one were of the view that the CAPS policy is a better policy than the preceding policies. Their justification is that CAPS has clear assessment guidelines which are centralised. Participants view this as an advantage as the CAPS policy has clear goals and specifies when the work should be done. Participants feel the CAPS training is more rigorous than the OBE. According to the participants, the trainers for OBE were not knowledgeable about the changes they were introducing. The CAPS

trainers however are knowledgeable and new teachers go for training to familiarise themselves with the curriculum policy. The findings were in line with the National Evaluation Council task force report (2016b) which reported that CAPS is superior to the preceding policies in terms of guidance offered to teachers**.**

6.3.2 Communication

Participants agreed that communication is critical in leading and managing curriculum change. They argued that it is the responsibility of the school leadership to communicate and interpret the curriculum change policy. It is the duty of principals, according to the participants, to familiarise themselves with the new policy and then to communicate the school vision which is geared towards the change. Participants confirmed that they receive communication from the Department of Basic Education through emails, face-to-face meetings, roadshows and workshops. However, participants felt that there was limited platform for providing feedback owing to the top-down communication approach. The wish was expressed by participants to have interactive meetings with the Department of Basic Education in order to provide them with feedback. This is corroborated by Daniels' (2017:53) argument that "communication should be interactive instead of only the sender receiver channel." This suggests that teachers need their voices to be heard.

6.3.3 Positive school culture

The findings of the study revealed that participants view a positive culture as critical in implementing curriculum change. A positive school culture includes characteristics such as teamwork, collaboration, inclusiveness in planning and budgeting and distributive leadership. All participants except one were in agreement that a positive school climate displays certain characteristics such as setting the change vision collaboratively, maintaining good relations with all stakeholders by involving them in school activities, motivating teachers and students by encouraging positive feedback, and creating a sense of ownership among stakeholders. Similar sentiments are expressed by Marishane (2020), who points out that principals need to provide a collaborative and inclusive environment that involves all stakeholders in order to provide a healthy culture. The schools that displayed a healthy positive culture conducted their meetings as a team and each department made its contributions. The researcher observed that the schools which were inclusive were organised and involved the parents and community in the school activities. Such an environment encourages collaboration and promotes

teamwork. All principals except one agreed that parents and the community should be involved in curriculum change. The reason for the differing opinion appears to be that the principal in question had experience of traditional leadership modes when principals did not share leadership. The principal was still reluctant to practice distributive leadership; however, modern principals need to do so by sharing responsibilities with stakeholders. This builds a sense of ownership and motivation among stakeholders.

The other participants were in favour of an inclusive culture in which the school works in collaboration with the community. The inclusive culture of the schools was evident from the reception which visitors and the community receive. Although participants indicated that they work as a team to come up with the school vision, only three of the six schools had a vision for curriculum change, while the remainder had no strategic plans for curriculum change in place.

6.3.4 Teacher development

Participants view the training being offered in universities as effective in meeting the CAPS requirements; however, this put mature teachers under pressure as their training did not prepare them to be lifelong learners. The two main types of training are initial and in-service training. Initial teacher training is provided in colleges and universities while in-service training takes place in schools. Teacher training has shifted along with advancements in teaching methodology and technology. Therefore, when designing teacher training, one needs to consider that the older teachers have different needs from the younger generation as teaching strategies have evolved with advances in technology. The findings of the study indicated that there are two groups of teachers: some prefer to stay with their old ways of teaching while others are keen to explore new teaching methods and the demands of technology. Therefore principals need to use innovation and creativity in order to encourage a positive attitude to training and development among the mature teachers.

In-service training is the other form of teacher development, which is on-the-job training. Teachers receive this training when they are already qualified. The study participants believed that the Department of Basic Education should provide initial in-service training on curriculum change and then the schools could support this initial training with continuous training. Although the principals were in agreement that in-service training is important, principals from the disadvantaged schools complained about "brain drain". They indicated that they spent significant resources and time on training teachers who

145

then moved to well-resourced schools. Another issue raised by some participants was that sometimes teachers display a negative attitude towards training as they are already overloaded with assessments and administrative work. Some resist training because of fear of technology. Therefore, principals have the responsibility of instilling a positive attitude to training. The findings revealed that most participants are in favour of continual training as they find the changes in the environment require constant training in order to keep abreast of the global changes.

The study found that some township schools struggle to acquire resources for training. Some principals are creative and have partnered with universities to provide in-service training to the teachers, but other principals have just accepted the status quo that they do not have sufficient resources to provide in-service training. The researcher observed that only two schools of the six had partnered with universities and other private companies, despite the recommendation given in the National Evaluation Committee (2016) revised taskforce report which recommends the partnering of schools with private companies, NGOs and universities. This finding demonstrates the need for schools to promote partnerships as they help with resources and training.

6.4   Response to contextual factors

6.4.1   Response to CAPS policy

The findings showed that all participants welcomed the CAPS policy. Participants pointed out that the CAPS policy is clear and specific compared to the OBE policy. However, participants felt that the policy developers of CAPS did not consult teachers who are the main implementers of curriculum change. The failure to consult teachers has some influence on the discourse between policy developers and the actual implementers who are teachers and principals. Participants pointed out that the assessment policy is too ambitious, as there are too many assessments and it does not give teachers enough time to reinforce concepts. Moreover, they stated that the burden of having too many assessments leads to greatly increased administrative work which is overwhelming for teachers and causing distress. Similar findings are discussed by Maimela (2015) who shows that the CAPS policy is eliciting negative reactions from teachers. This has made it mandatory for principals to use rationality and logic in dealing with excessive assessments and teachers failing to meet deadlines. Some principals demonstrated rationality and logic by adjusting the number of assessments per week or adding extra

146

time to the school timetable. However, other principals had simply implemented the assessments without making any adjustments. This has resulted in stress and frustration among teachers which can lead to fatigue, negative attitudes and insubordination, in that the assessments are ignored.

6.4.2 Response to annual teaching plan policy

The participants' response to the ATPs was that they are useful in guiding both teachers and learners but the challenge is that there is discourse between the policy makers and the implementers of curriculum change, namely principals, deputy principals HODs and teachers. All participants pointed out that the ATPs were stressful for teachers due to the time constraints. According to the principals and deputy principals most of the teachers work under pressure as they rush to finish the ATPs. The pacing of the ATPs was ambitious, therefore teachers have to resort to working during break and lunch time. Participants P3 and P4 had to adjust their timetables to add extra time for ATPs. According to Morowane (2019), the speed and intensity of the work to be done by teachers and HODs has increased in schools and this has brought pressure and stress to bear on educators and HODs. Work overload could lead to frustrations and demotivation, resulting in a lack of interest in work, rushed work, poor timekeeping or poor performance and productivity (Clercq & Belausteguigoitia, 2018). Therefore, principals need to give teachers support by providing staff development, adjusting deadlines and minimising teacher workload.

Policy developers should have consulted principals and teachers before developing the assessment policy. Consulting the main implementers ensures that the assessments are realistic and achievable. This will reduce stress and work overload for teachers. According to Moodley (2013), teachers who work under stress perform badly or develop a negative attitude towards teaching because they are emotionally and physically drained. Therefore, for quality teaching to take place, principals should ensure that they set realistic assessment targets. This might mean principals collaboratively setting assessment targets with HODs and teachers. The researcher observed that principals who used contextual intelligence were able to find creative solutions to challenges of the ATPs. Some principals reduced the number of assessments, whilst others adjusted the timetable to give allowance for ATPs. However the principals who were pessimistic did not attempt to find solutions to the challenges of ATPs. This was reflected in stress and anxiety among the HODs. On the other hand, principals who were optimistic focused on

147

finding solutions to the challenges of the ATPs. The positive attitude was reflected by the HODs and the teachers who worked during break and lunch in order to complete the administrative tasks of the ATPs.

6.4.3 Response to language policy

Participants view the language policy as a policy that was imposed on schools without consulting the policy change implementers. Some participants have just implemented the policy's instruction from the Department of Basic Education. However most principals view it as a political move to redress the colonial imbalances of education between black and white people. This confirms the argument by Adu and Ngibe (2016), who point out that some of the South African education policies were politically driven to address the imbalances in society without considering the contexts within the schools. Despite the challenges of adding home languages to the curriculum, there are many benefits to being bilingual, as it is useful in terms of bringing job opportunities and having new perspectives on life.

Some participants argued that it is difficult to offer an additional language in a school with more than 20 languages. Similar sentiments were shared by participants from township schools who described the dilemma they face as their students speak diverse languages such as Sepedi, Venda, Sesutu, Setswana and other languages. They added that another compounding factor is that students who move from one province to another might face a new language. Participants indicated that parents opted for the use of English as it is the language of instruction. Participants added that offering local a language as a medium of instruction is costly because there is need to translate the books from English to the local language. They also spoke of the struggle to fit an additional language into the timetable.

The theory suggests that contextually intelligent principals are innovative and utilise their experience to deal with change. The findings revealed that principals do not clearly understand the language policy, with some confusing medium of instruction with additional language. There is need for clarity on the language policy as some schools are not effectively implementing the additional policy. A few of the principals have shown creativity by offering the additional local language as a conversational language while other schools have ignored the additional language.

6.5 Challenges in leading and managing curriculum change

The study revealed that principals are experiencing certain challenges with the implementation of curriculum change. Some of these challenges include a shortage of human and material resources, overcrowding, work overload and poor parent involvement.

6.5.1 Shortage of human and material resources

The findings showed that most former model C schools have adequate human and material resources but the public township schools are experiencing a shortage of both material and human resources. Although township schools receive government grants, the support is inadequate because principals need to constantly update textbooks and equipment according to both technological and global changes. The township schools are situated in poor neighbourhoods and therefore do not receive financial support from parents or the community and the few resources they do have are sometimes lost as a result of theft.

Another aspect of this challenge as revealed in the study was that some principals experience frustration because they would like to purchase textbooks and the latest technology but are unable to do so because the schools do not have the funds. Most public schools cannot afford to buy advanced technology to keep up with technological developments. Moreover, teachers sometimes resist technology because of a lack of skills and knowledge. Both mature and inexperienced teachers often struggle with the advances in technology; therefore, principals have to use the expertise they have in the school or the community to develop their staff. The researcher observed that principals were keen to develop their teachers, but some of the schools do not have sufficient resources for developing teachers. The theory of the study suggests that principals use their intelligence and experience in developing teachers. Some of the schools have come up with in service training by using experts within the school as well as organising mentors for new teachers. Two schools have formed partnerships with other schools to exchange teaching ideas. Some schools which have the technology are using social media platforms that share teaching strategies. On the other hand, principals who do not use innovation are waiting for the availability of resources instead of being resourceful in providing teacher training. It was evident that the HODs of such schools are frustrated and have low morale.

149

6.5.2 Overcrowding

Another compounding factor is that the classes in both former model C schools and township schools are too large which has resulted in overcrowding in some of the schools. This also causes work overload for teachers as students often require one-on-one assistance. The overcrowding has also resulted in a shortage of textbooks and other resources in township schools. Students have to share textbooks which makes it difficult for them to do their homework. These challenges have resulted in anxiety and distress for teachers leading to low morale, demotivation and a high teacher turnover rate. According to Morowane (2019), teachers who are not motivated tend to absent themselves from work and/or go to work unprepared. This state of affairs leads to poor quality teaching and learning. School S2 had plans to reduce overcrowding by adding mobile classrooms. The other schools are trying to engage business people to assist with the building materials.

6.5.3 Parental involvement

Another challenge that came up in the study was the involvement of parents in students' work. All participants agreed that parental involvement was poor except in the early years of school life. It was indicated that most parents did not attend meetings. This poor parental participation could be because parents are too busy with their professional lives or are simply trying to survive. In some cases, parents do not feel welcome by the school as they are made to feel that they are interfering. Furthermore, some parents do not participate because their view is that it is a school's responsibility to perform these activities. Participants pointed out that in some poor socioeconomic environments, parents may not participate in their children's education because they are illiterate or they are busy trying put food on the table. This is supported by Chen, Kong, Gao and Lei (2017), who observe that parents from poor socioeconomic environments might not support their children's school activities because they have to work to provide for the family or they have had a bad experience with the school. The use of the internet is also reducing parents' direct participation in school activities as they can receive all the information they require via email, teleconferences, Facebook, Twitter, Zoom and newsletters. Some parents do not participate in their children's school activities because they are not comfortable with the advances in technology or they do not know how to use the technology. Participants explained that it is a challenge to train parents on how

to use technology as most parents do not attend the meetings, and those who do sometimes struggle to use the technology.

The theory underpinning this study proposes that principals use intuition, experience and intelligence to analyse their context and come up with strategies to promote parent participation. This can be done by communicating the curriculum changes to parents, building a team relationship with the parents, holding regular meetings with parents and using them as enablers by tapping their skills, knowledge and experience. Principals support the community by organising workshops for parents on the curriculum changes and suggesting ways that parents can assist with homework.

Participants from school S3 pointed out that they are addressing the issue of theft in their school by having meetings and giving talks to parents on community security. The talks are meant to help the community by fostering an understanding of the importance of safeguarding school resources and equipment. The school has a programme for providing weekend classes for students which is run by the community. School S4 has a programme lined up for parents to develop their technology and to give talks on parental support with homework and reading. This is affirmed by Waterford (2018) who posits that parent engagement happens when parents are involved in school meetings and school activities and support their children at home. Parents are likely to participate more in curriculum change if they have the information, skills and knowledge required to do so.

A principal who uses contextual intelligence establishes healthy relationships with parents, the community and other stakeholders. According to Marishane (2020) this can be done by promoting a shared vision with parents and the community. Principals need to share leadership roles with parents and the community to establish business networks. Involving these parties in school activities encourages a sense of ownership and motivates them to support school activities.

6.6 Limitations of the study

The main limitations of this study were sample size and timeframe, which are discussed in the following paragraphs.

6.6.1 Sample

The researcher collected data using individual interviews, focus group interviews and document analysis. The researcher's intention was to include all categories of public schools, but because of limited time, the sample focused on former model C public schools and public township schools in Tshwane East because they are located near the researcher's residence. Therefore, the sample does not represent public schools in informal settlements and rural areas. The researcher also intended to interview the all principals individually but some participants opted to be interviewed with their deputy principals as they work as a team. This may have influenced the response of the deputy principals. However triangulation with focus group interviews with HODs helped with verifying the data for consistency. The researcher had planned to interview equal numbers of HODs, but some schools had more HODs than others. However, a total of 18 HODs were interviewed.

6.6.2 Timeframe

The intention was to collect data within four months, but the researcher struggled to obtain appointments because principals and HODs were busy with end-of-term reports. Therefore appointments had to be rescheduled. In some situations, the researcher had to visit the school three times since appointments kept being rescheduled. However, the interviews were finally completed over six months instead of four months. This affected the planned duration of data collection.

6.7 Conclusion

The findings of this study revealed that few principals fully understand their context or are able to adapt to change positively. Most principals had no clear strategic plans for the implementation of change and did not plan the change collaboratively with other stakeholders. Only three of the six principals in this study had formed partnerships with other stakeholders to support their schools. The findings further revealed that participants were overwhelmed by the number of assessments required with an overload of paperwork involved. In order to deal with these challenges, the Department of Basic Education needs to train principals on how to use contextual intelligence. Resources need to be distributed equitably to narrow the gap between the advantaged and disadvantaged schools. Principals need to establish innovative and creative ways of

involving parents and the community in their children's education. The findings revealed that the principals who use contextual intelligence are fully aware of their environment and can successfully and creatively use it to support curriculum change. It was evident that principals who use contextual intelligence think positively and have social consciousness.

6.8 Recommendations

This study focused on principals' use of contextual intelligence in leading and managing curriculum change; hence, a related study involving a larger sample is suggested in order to obtain results that are more generalizable.

Teachers, parents and students do not have a voice in the formulation of curriculum change which results in the failure of curriculum change implementation in schools. It is therefore recommended that the Department of Basic Education should involve all stakeholders in the formulation of curriculum change.

Principals and teachers have had training on the CAPS policy changes. However, despite the training, principals and teachers experience frustration because of work overload. Effective use of contextual intelligence could assist principals in dealing with these curriculum changes. It is therefore recommended that the Department of Basic Education provides training for principals on how to use contextual intelligence in leading and managing curriculum change.

Despite efforts by government to provide schools with human and material resources, the gap between under-resourced schools and well-resourced schools remains wide, partly as a result of globalisation and advances in technology. Therefore, schools need to form partnerships with other schools, business enterprises, NGOs and interest groups to obtain community support. Principals must explore and involve private companies which are keen to assist the former model C schools to also play a role in helping the township schools.

A particular challenge in dissemination of information exists, with some principals poorly disseminating information on curriculum changes to teachers. It is recommended that principals clearly articulate the change vision to all stakeholders. Principals need to effectively communicate the change and provide training to teachers, parents and

students. Principals need to develop change competence among teachers in order for them to adapt to the complexity of change.

The study indicated that technology is one of the main factors that affect the implementation of curriculum change. However, advances in technology and the associated high costs affect this process. Schools should therefore team up with parents, private companies and establish community-based IT centres to allow greater community involvement, thereby instilling a sense of community ownership.

A school is a microcosm of its community. It is supposed to champion the development of its community. Therefore, principals need to widen their exposure by networking with internal and external communities to promote their school.

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LIST OF ANNEXURES

ANNEXURE 1

UNIVERSITY OF PRETORIA ETHICS APPROVAL

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ethics Committee
29 October 2018

Ms Veronica Mahari

Dear Ms Mahari

REFERENCE: EM 18/04/01

We received proof that you have met the conditions outlined. Your application is thus **approved**, and you may start with your fieldwork. The decision covers the entire research process, until completion of the study report, and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. Non-compliance implies that the Committee's approval is null and void. The changes may include the following but are not limited to:
   - Change of investigator,
   - Research methods any other aspect therefore and,
   - Participants.

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your

Clearance Certificate:

   - Integrated Declaration Form (Form D08),
   - Initial Ethics Approval letter and,
   - Approval of Title.

Please quote the reference number **EM 18/04/01** in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

181

ANNEXURE 2

LETTER TO THE DEPARTMENT OF BASIC EDUCATION

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Gauteng Department of Basic Education
Research Unit
Room 509
111 Commissioner Street
Johannesburg

15 October 2018

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARH IN GAUTENG PROVINCE

I am a student at the University of Pretoria currently registered for a PhD degree. I am conducting a study into contextual intelligence in leading and managing curriculum change in primary schools. The purpose of the study is to examine how school leaders use their understanding of context in leading and managing curriculum change. The results of the study will be of great benefit to the school curriculum leadership and management understanding their education context. Such knowledge will be critical for the school management as basis for improving the quality of teaching in their context. This study involves the participation of members of the School Management Teams in selected primary schools in Tshwane North District. For this reason, I am making a request for permission to undertake the study in the district.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

- Participation in this study is voluntary and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the focus group discussion and interviews will be only accessed by the researcher and her supervisors.

- In case participants and schools wish to know the results of this study, a summary of the findings will be available.

- The Department will be given a copy of the thesis at the end of the study.

If the school management team agrees to be part of the study, they will be asked to meet with the researcher for a focus group discussion during which they will reflect with their colleague's on principal's understanding of context in leading and managing curriculum change. The focus group discussion will take place at an agreed venue. The focus group discussion will take one hour. All the participants will sign the attached Consent Form.

Kind Regards,

Mrs V Mahari

Dr RN (Nylon) Marishane
Dept. Education Management & Policy Studies
Faculty of Education
University of Pretoria
Tel No: (+27) 12 420 5513
Fax No: (+27) 12 420 3581
E-mail: nylon.marishane@up.ac.za

182

APPROVAL LETTER FROM THE DEPARTMENT OF BASIC EDUCATION

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	26 July 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018
	2018/207
Name of Researcher:	Mahari V.
Address of Researcher:	341 Rupert Street, Brooklyn
	Pretoria
	0001
Telephone Number:	012 346 6414 083 324 3406
Email address:	veromahari@yahoo.com
Research Topic:	Principals' use of contextual intelligence in leading and managing curriculum change in Tshwane East Schools.
Type of qualification	Project
Number and type of schools:	Five Primary Schools.
District/s/HO	Tshwane North.

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

27/07/2018

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
3rd Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 27/07/2018

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
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Website: www.education.gpg.gov.za

184

ANNEXURE 4

LETTER TO THE PRINCIPAL

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

15 October 2018

Dear Principal,

Request for participation in a face-to-face interview

I am a student at the University of Pretoria currently registered for a PhD degree. I am conducting a study into contextual intelligence in leading and managing curriculum change in primary schools. The purpose of the study is to examine how school leaders use their understanding of context in leading and managing curriculum change. The results of the study will be of great benefit to curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which face to face interviews will be held with the principal and deputy principal. Such knowledge will be critical for the school management in leading and managing curriculum change. This study involves the participation of principals and deputy principals in selected primary schools in Tshwane North District. For this reason, I am requesting an interview with you at your school. The interview will last for one hour.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

- Participation in this study is voluntary and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the focus group discussion and interviews will be only accessed by the researcher and her supervisors.

If you agree to take part in the interview, kindly complete and sign the attached informed consent form.

Yours sincerely

V. Mahari

CONSENT TO PARTICIPATE IN THIS STUDY

If you would like to participate, please sign the attached consent form

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Signature of participant: _____ Date: _____

Signature of researcher: _____ Date: _____

For any information, please contact me at 0833243406 or veromahari@yahoo.com or my Supervisor Dr RN Marishane at 012 420 5513 or nylon.marishane@up.ac.za

Your cooperation is much appreciated in this regard.

Yours sincerely,

Mrs V Mahari

ANNEXURE 5

LETTER TO THE PRIMARY DEPUTY PRINCIPAL

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

15 October 2018

Dear Deputy Principal,

Request for participation in a face-to-face interview

I am a student at the University of Pretoria currently registered for a PhD degree. I am conducting a study into contextual intelligence in leading and managing curriculum change in primary schools. The purpose of the study is to examine how school leaders use their understanding of context in leading and managing curriculum change. The results of the study will be of great benefit to curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which face to face interviews will be held with the principal and deputy principal. Such knowledge will be critical for the school management in leading and managing curriculum change. This study involves the participation of principals and deputy principals in selected primary schools in Tshwane North District. For this reason, I am requesting an interview with you at your school. The interview will last for one hour.

I would like to assure you that the following ethical principles will be adhered to in the study:

·   The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

·   Participation in this study is voluntary and participants have the right to withdraw at any time they wish.

·   The results from the participants will be treated confidentially as recordings from the focus group discussion and interviews will be only accessed by the researcher and her supervisors.

If you agree to take part in the interview, kindly complete and sign the attached informed consent form.

Yours sincerely

V. Mahari

187

CONSENT TO PARTICIPATE IN THIS STUDY

If you would like to participate, please sign the attached consent form

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Signature of participant: _____ Date: _____

Signature of researcher: _____ Date: _____

For any information, please contact me at 0833243406 or veromahari@yahoo.com or my Supervisor Dr RN Marishane at 012 420 5513 or nylon.marishane@up.ac.za

Your cooperation is much appreciated in this regard.

Yours sincerely,

Mrs V Mahari

ANNEXURE 6

LETTER TO THE HEADS OF DEPARTMENT

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

15 October 2018

Dear Head of Department,

Invitation for participation in a focus group discussion

I am a student at the University of Pretoria currently registered for a PhD degree. I am conducting a study into contextual intelligence in leading and managing curriculum change in primary schools. The purpose of the study is to examine how school leaders use their understanding of context in leading and managing curriculum change. The results of the study will be of great benefit to curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which focus group interviews will be held with deputy principals, heads of department and school management team members. This study involves the participation of members of the School Management Teams in selected primary schools in Tshwane North District. Knowledge derived from the findings of the study will be critical for the school management as a basis for improving the quality of teaching and learning in their contexts. For this reason, I am inviting you to participate in a focus group discussion that will last for one hour at your school.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

- Participation in this study is voluntary and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the focus group discussion and interviews will be only accessed by the researcher and her supervisors.

If you agree to be part of the study, kindly complete and sign the attached consent form.

Yours Sincerely

V. Mahari

CONSENT TO PARTICIPATE IN THIS STUDY

If you would like to participate, please sign the attached consent form

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the recording of the focus group discussion.

I have received a signed copy of the informed consent agreement.

Full name of participant:

_____

Signature of participant: _____Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____Date: _____

For any information, please contact me at 0833243406 or veromahari@yahoo.com or my Supervisor Dr RN Marishane at 012 420 5513 or nylon.marishane@up.ac.za

Your cooperation is much appreciated in this regard.

Yours sincerely,

Mrs V Mahari

190

ANNEXURE 7

CONFIDENTIALITY AGREEMENT

21 September 2020

Title: School principals' use of contextual Intelligence in leading and managing curriculum change

I _____ the transcriptionist, agree to uphold full confidentiality in regards to all audiotapes and documentation received from the researcher in relation to the doctoral study on School principal's use of contextual Intelligence in leading and managing curriculum change. I agree to store all audio tapes and research documents in a safe and protected location: I will not make copies of any audio tapes or transcribed interview text. I agree to hold in strictest confidence any information that may in advertently disclose the identity of an individual during the transcription of audio-taped interviews and to erase any research related information from my computer. Hard drive or any other back up devices after completion of transcribing.

As a transcriptionist, I am mindful that I can be held lawfully accountable for any breach of confidentiality and for any harm sustained by individuals if I reveal information contained in the audiotapes and documents to which I will have access.

Transcriber's name _____

Transcriber's Signature _____

Date _____

191

ANNEXURE 8

Interview Schedule for School Principals

1. What are the major curriculum changes you have experienced at your school?

2. How were you prepared in implementing new curriculum policies?

3. Which key activities were you involved in during the introduction of the new curriculum policies?

4. What past experiences helped you in implementing curriculum change?

5. What do you consider to be strength of your school in implementing curriculum changes?

6. What opportunities have been brought by the curriculum changes your school has experienced?

7. What are your future plans with regards to your school curriculum?

8. What advice would you give to a new principal who is experiencing curriculum change for the first time?

ANNEXURE 9

Interview Schedule for Deputy Principals

1. What are the major curriculum changes you have experienced at your school?
2. .How were you prepared in implementing new curriculum policies?
3. Which key activities were you involved in during the introduction of the new curriculum policies?
4. What past experiences helped you in implementing curriculum change?
5. What do you consider to be strength of your school in implementing curriculum changes?
6. What opportunities have been brought by the curriculum changes your school has experienced?
7. What are your future plans with regards to your school curriculum?
8. What advice would you give to a new teacher who is experiencing curriculum change for the first time?

ANNEXURE 10

Focus Group Interview Schedule for Member HODs

1. How have you been involved in curriculum change at your school?

2. Think back over your experiences in the past years tell us your fondest memories?

3. Think back over the past year of things that you did in curriculum change. What went particularly well?

4. What past experiences have helped you in dealing with curriculum changes?

5. If you were advising a friend on curriculum change what important issues would you mention?

6. Suppose that you were in charge of curriculum change what two things would you introduce to make the curriculum better?

7. What challenges do you think the teachers will experience during the curriculum changes?

8. If you were the advisor to the school head what recommendations would you give to your school head?

ANNEXURE 11

TRANSCRIPT INTERVIEW WITH PRINCIPAL

Interviewer: Thank you very much for participating in the study. I would like to assure you that the following ethical principles would be adhered to in the study. The identity of both the school and the educators involved in the study will be protected throughout the study; only pseudonyms and codes will be used. Participation in this study is voluntary, and participants have the right to withdraw at any time they wish. The results of the study would be treated with confidentiality as recordings from the focus group discussions of the interviews will be accessed by myself and my supervisor only. So thank you very much.

Participant: Sure.

Interviewer: So I will start with my first question. What are the major curriculum changes you have experienced at your school?

Participant: Let me just start by saying the school was established immediately after 1994, what happened is that immediately after our liberation in the country, there was a need for more formal education for our learners. And the area where the school is situated now, was farms owned by white people. So then immediately after the freedom, this piece of land was then occupied, unauthorised of course by members of the community, but let's indicate it was never grabbing or forced grabbing but it was unoccupied land largely around this particular neighbourhood, and then the group of parents that is selected within, through the help of Transnet started a school with mobile classrooms, I am told, I was not there. I am told they were about four mobile classrooms donated by Transnet, they approached the department to come and form a school in 1996. So I will tell you that immediately after 1994, there was a need for the country to change its curriculum, from Bantu Education to people's education to say so, therefore the school went through that process also I believe, I was not there but I will tell you I was a teacher then, I know what was happening in the country. We replaced Bantu Education with OBE (outcomes based education). One could tell that it was symbolic in nature, because I will tell you that the teachers went through training for a week. You will agree with me that as a teacher for you to understand a new curriculum, development of teachers should take place. The school has undergone all these phases of curriculum changes up to today. We are currently using the Curriculum Assessment Policy Statement (CAPS) and I will tell you that many of the young teachers that are entering the system at least are teachers that have gone through the training at universities or colleges. For example I will tell you that if you name new policies that were introduced by the government, for example technology, when I went to school I did not study technology, when I went to university myself there was no technology all of a sudden teachers were expected to teach the subject area.

Interviewer: This is with CAPS?

Participant: Yes, so that's where we are currently but the new teachers that are here have gone through this particular changes. I want to simply say that, maybe to answer your question that the school has gone through all these initiatives of government, to

ensure that as a school we provide curriculum that is relevant, (2) quality public education towards the CAPS (inaudible) and that probably is embedded also on our vision as a school. I think I've answered you.

Interviewer: Yes. So you mentioned all these changes, it's interesting. How were you prepared in implementing these changes, first as a teacher, at school level?

Participant: I will tell you that I only came to this school in 2007 when the school was now in operation, but as a teacher personally I'm one who went for training for a week to change from Bantu Education to OBE and we went also for training for a week, a few days so to say, four or three, RNCS and also for the NCS and up to CAPS. The department would take you through the internal trainings, workshops, with the sole purpose of ensuring that educators are conversant if that is the correct word to use. But currently with CAPS I would tell you that for example Matrics I know as a country we have been experiencing poor mathematics results on the news, and then there's an initiative from government that all grade twelve maths teachers would have to go through an initiative titled four plus one. Four is four days at school, one day being trained in the purposes also to intervene and ensure that the first day of the week or any day of that week when they go for training they are prepared to teach, they are trained with contact that they have to through that particular day. I was just simply saying that teacher training, workshops and other initiatives from the side of government introducing, for example I remember we were taken for a year's studies with UNISA to make sure that we understand the principles of OBE. So I think there have been quite a number of initiatives for educators, including myself to ensure that we understand the changes and the focus of the new curriculum, you name them, RNCS, NCS, CAPS now. I think those initiatives were embraced both by teacher organisations in the country and government, principals taken through also for trainings and so on, to ensure that curriculum management takes place.

Interviewer: Now as a school how do you support the teachers in implementing these changes?

Participant: Remember CAPS has been now for a few years that we have been implementing this new curriculum. But remember as a school we also have a vision that simply speaks to the school preparing our learners in the eight years that they spent in the school, remember we are a primary school. They start from grade A to grade seven and you will appreciate that for example now, they present the state of nation address and this year spoke of grade R now becoming part of basic education. You will recall that our grade R as a reception for our learners was always under the auspices of the Department of Social Development. So those curricular initiatives are assisting the school. But basically for us to say how do we ensure that as a school we are conversant and arrange to manage and support the teachers accordingly, I will tell you that one of the areas that the school needed attention was mathematics and languages. I will tell you not just English as a language but our African languages. The school is not performing as expected in those particular areas. So what we did, we keep up with the strategy that every Monday afternoon the grade four to grade weven teachers, together with the head of departments will have a meeting and the purpose of the meeting is simply to look at what happened last week and how do we prepare for the week. That's how we support our teachers. We do that for mathematics on Mondays, Tuesdays are your languages where and Wednesdays and

Thursdays are your other learning areas. The school management team meets every Friday. We look at how do we support, what are the challenges that the HOD's are facing in those particular meetings and how best we going to assist them. And then I will tell you every year, before the new term starts, what we do, we also do a lot of quantitative and qualitative analysis of results on the previous exams and then brainstorm on new ways that we could do to ensure that teachers are well capacitated. We call this integrated quality management systems, this is where teachers for example will draw their personal growth paths and they will indicate these are areas or weaknesses that we experiencing and then from there we will therefore come up with a programme on how they are going to be assisted, develop them so that there could be competent, in the end. Remember at the end it is about how the school provides quality public education to our learners. I think I've tried to answer you.

Interviewer: Yes you answered. And how have you implemented technology, you talked briefly about the computers and technology?

Participant: I will tell you that over the years the government is doing a lot, especially in Gauteng to ensure that there is e-learning, we call it e-learning. And we were not going to be left behind fortunately. We have youngsters, for example all our school management team, HODs, we are all computer literate and the school has resources available for them, laptops. I've seen a situation where teachers would bring their own televisions screens to the classrooms although we have not taken the initiative to equip the school with such technology, without saying much, the socio economic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par with if we are from model C schools in terms of technology. Our teachers are far much advanced, but the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced. I will tell you that in technology, PowerPoint presentations. I dream of a school where we could be using all this technology, I will tell you it will happen one day and when it happens I dream of a school where a teacher teaches, we post online homework, the teacher marks the work, post results online. Remember when the teacher posts your homework online, learners also do it online, I also give feedback online. I don't think we are far much away from achieving this dream. What do we need, we will need of course internet access, it's possible, and it just depends on a number of initiatives from the local government, ensuring that there is through Wi-Fi throughout the school. I will tell you that there is no scientific evidence to support the arguments that I'm going to put to you now.

Interviewer: How about the computers, are students using computers in their learning?

Participant: We do have a computer centre but it's non-functional currently because we've had government bureaucracy. I don't want to say much about it, but is offline, it is supposed to be online. And I will tell you that I will just make another stupid example for you. If you look at our learners, they are familiar with technology. If I buy a new phone today I would want to read the instructions and so on for me to operate the phone. But with the learners, they don't need even the wi-fi, they will just go and start working on it. So we may have the basic infrastructure, but there are initiatives that the school is undergoing, that one day you will see this online education taking place, it's got it has its own negatives of course. For example many of our teachers today prepare their lessons on computers, their notes on computers they print and share the

197

notes, and I wonder if the teacher will write on the board. You see when the teacher writes on the board, it's also an opportunity for learners to learn how to write because they could see how the teacher writes. So although I want to put emphasis on technology, but we should not forget the basics of teaching again.

Interviewer: What past experience helped you in implementing curriculum change?

Participant: I think as a young teacher I was there in 1994, I remember I was one of the most excited teachers, I'm a maths and science graduate but in 1994 I was one of the young teachers who wanted to teach history you see. The reason for me to want to teach history was that I wanted to change the materials, there were no material in school to teach such content.

Interviewer: So what did you do about the materials, how did you get the resources?

Participant: You had to search on your own, there was history that we know, although it was not popular. Remember when you change your curriculum you rely on universities to provide materials. I was part of a group that contributed towards developing the revised national curriculum and CAPS. I played, not a major role, a small role, I was part of a team. I was part of that team, every time when the department made calls for workshops it was a must that I should attend. To make sure that you know that you make yourself available for these workshops, attend workshops and study, studying, also assist you to acclimatise to this, to become aware of how to deal with challenges. I know initiatives that we are undertaking to assist, to ensure that there are changes in education. For example there was a schedule that was developed for teachers to go through workshops throughout the year. To make sure that they acclimatise themselves with the changes and strengthen the gaps that you find in education. So I was also part of those initiatives.

Interviewer: How have you introduced the language policy in the school?

Participant: Remember our school is quite diverse, interesting question when I think about it. We are predominantly a Sepedi school, but also catering for Zulu learners. Based on the school also offers English as a first additional language. If I have to go to an ATM machine, if I have to withdraw money having pressed Zulu, the chances are that I may leave the machine without money, because the language is complex. But if I have to use English I will be able to communicate with the machine. So for example in foundation phase we are expected to mediate teaching, especially your maths, and Zulu or Sepedi. I was surprised with the improvement that I saw after introducing English, I wish I had been more exposed in English and other materials that are available earlier. So we have adopted English as the first additional language both in grade R and in our foundation phase, and language with learning and teaching, and grade four to seven of course, they are the learning areas, besides your mother tongue of which is taught either Zulu or Sepedi. So if you could ask about that, we have only Zulu and Sepedi Sesutu, but unfortunately we have to teach them, we have two learners from Zimbabwe and other parts of Africa, unfortunately we can't offer their languages.

Interviewer: That's true.

Participant: And I will tell you, you could also see in the results, a learner who is not going to do well, that's what happens. These are the two languages, mother tongue

198

that we are offering and the first additional language being also English and the language of learning and teaching from grade R to grade seven being also English, that's how we've crafted our language policies.

Interviewer: And how are you managing with the resources, for the languages?

Participant: I want to qualify that, we have a lot of material in the library for supporting English, we do have the African language policy and I think probably the language head of department could have handled the question better than me because they are involved in managing the language, if I could share with you, I'm looking at the results, let me just looking at grade three, the term results for grade three, just to support my answer, the results are home language is 66% average, but with your first additional language being English, is 72%, so do you understand?

Interviewer: Yes it makes sense.

Participant: In terms of resources, human resource we have teachers, qualified, we have just appointed one of our teachers, promoted to head of department, heading this African languages. It's still early days we will see, but I will tell you that the results they are prescriptive that in grade five 63% African languages, 67% for first additional language. So with home language, we believe that if we could link what we are doing in class and support through library, for learners to take more books for and also having spending much time to expose our learners to a material written in mother tongue. I think that will improve the situation moving forward, you should have resources there, our teachers I'm not sure whether I've not observed the teaching, maybe they also teach Sepedi in English.

Interviewer: That would be interesting

Participant: I don't know but the language department I think we have handled that question well, but I think the human resources there is insufficient

Interviewer: I got the information from the HOD, so thank you very much.

Participant: Okay sure.

Interviewer: What do you consider to be the strength of your school in implementing curriculum changes?

Participant: Your school management team, ja, its important but we have an SMT that is effective and it's critical. Every Friday we sit, we look what happened last week and we analyse, qualitatively the results, we will look at results, we concentrate on subjects that require more resources. So we have a very informed school management team, if you have people that are permanently employed they also assist a great deal, their confidence and so on and also taking through them this meetings now and then because they are not just meetings for the sake of meetings. These are curriculum briefing meetings to check whether we are in tune with the vision of the school in terms of curriculum change and most importantly what are the areas the learners and teachers that are struggling with. I think the most important aspect, if you have an informed and experienced leader it assists a great deal to address the gaps that are there in the teaching and learning.

Interviewer: What other curriculum changes have you experienced?

Participant: All these are part of it I will tell you that where we've been doing extremely well and recently, on the negative part of it is that the department itself, and other schools around they poach teachers, if that is the correct word, to poach. We have lost a deputy principal in the last two years, and the HOD's beside 1, are newly appointed after two/three years they become conversant and they get taken by other schools. We have managed to be exemplary to other schools and they've always relied on us to assist with the resources that we have. But you will agree with me you don't become an expert overnight. So it took us time to develop our people to become experts, but I will tell you the system that we have been using has been effective, this is because we never run short of experienced teachers because we always develop them. We create team work all the time and we have great co-ordinators that learn to do the work of HODs and it's easy to close those gaps. We have managed to witness all these changes that we managed to produce leaders and managers, two of them are principals as well, three HOD's and three are deputy principals in other schools. So I think that is what we managed to produce, create school leaders, that's what we've done.

Interviewer: And what challenges have you experienced with the curriculum changes? You mentioned one already that one of challenges is the resources?

Participant: Ja you know the text books, learning material will have to change although some material will remain relevant, The change with curriculum goes with changing of your learning teacher, support material and changing that becomes an immediate challenge.

Interviewer: And what have you been doing to counter these challenges?

Participant: Photocopying, you buy few titles you make copies. I don't know whether the copyright allows us to copy the whole book.

Interviewer: Copyright?

Participant: You see we do that just to make copies for our teachers as I indicated earlier that they are advanced in terms of technology, they may look at other ways of teaching using power points presentations in a lesson. That's how you mediate the shortage of textbooks.

Interviewer: What are your future plans with regard to your school curriculum?

Participant: Advanced technology of course I've told you I dream of a day when as a school we are able to do everything a school where learners are able to work online, post it back to the teacher, teacher mark it online, give feedback to the learners online, is my dream, is my dream and is possible yes. We know what in terms of personnel which is ready to do that. I think learners are ready, all of them are ready for that but the only challenge could be infrastructure and equipment.

Interviewer: Are you making any plans to use the resources available for the learners?

Participant: we are working towards that to ensure that we have advanced technology. We can't put interactive boards in classrooms for now because they are expensive but we are told that in terms of e-learning Gauteng online is offering assistance, we are told now that their initiatives to work on the curriculum using the available technology. I'm looking forward to seeing that.

Interviewer: Last question, what advice would you give to a new principal who is experiencing curriculum change for the first time?

Participant: The principal must make himself available to change, accept change and study, learn and expose himself to new ways of doing things. A principal should welcome change, dedicate the resources available to change, study and most importantly learn through what other successful schools and countries are doing. So I would say the principal and teachers need to expose themselves to new ways of doing things, attend workshops, seminars. There is a lot that needs to go out and exposing yourself to other educational trends and they will open up your eyes.

Interviewer: And what factors should they consider when implementing curriculum changes? This is an experienced principal advising a new principal?

Participant: So for you to effect the change, your personnel, especially your senior personnel should be hard working and have the right attitude. The learners are always eager to come to school and to learn new things and because you have a highly motivated staff it is possible to effect and manage change. I've read an article that probably has influenced me. The article says, if you go to a school you stand in a corner just after break and you look at what is happening in the school, the way the teachers walk, the way the learners walk it tells you a lot about the school but the most important thing is to motivate your teachers this could lead to effectiveness in managing the school. I believe that a high majority of the teachers are competent in terms of knowledge and this can be the strength of the school. The school is not made up of students and teachers only we have the parents and your community, you could tell schools are closed but we have people in the school coming in, teachers are not involved but it is a community issue to assist learners that need assistance.

Interviewer: Interesting

Participant: So for example in the school every term, at the end of every term, we have introduced an award system for the past seven years. I remember when we were starting the award system I was tired because I had to go from class to class to explain to parents why we are introducing the award system, it was not every learner that could receive awards, but I will tell you today that it's a very popular school curriculum.

Interviewer: You talked about the assessment, how are you managing the ATP's, how are you implementing them at the school?

Participant: The HOD's and the deputy principal are better suited to answer the question, but I will tell you when the term begins every teacher is equipped with all the activities for the term. They also are given a work schedule, they are also given all the assessments both formal and informal and how many months. The sad part of it is that teaching with ATP does not consider whether the learners have grasped the concept or not, the curriculum is strictly topic driven. The policy emphasises how much the teacher did in terms of the content, that's as compared to the way we attended school, we were driven in terms of content rather than time because now within this time the teacher should have covered these topics etc. So first we have a parents meeting, we give them all the assisting topics and the teacher's plans, so that the parents know what their children are doing for the term. I'm not sure whether schools are doing that but I know that in our school we are doing that. At the beginning of the term we will give a template to say this task will be written on this day, it must be marked within three

201

days, it must be captured by the administrators within this day and I could be able to help you there before the end of the term, I could tell what is happening, are the children doing well and which students are struggling. Look we could intervene immediately and assist the teachers with what is happening they will tell us you see, because as long as you have dates, you have plans, you are able to see what is happening and how best you could assist.

Interviewer: Thank you very much.

Participant: Not to mention.

END

TRANSCRIPT FOCUS GROUP INTERVIEW

Interviewer: Thank you ladies for giving up your time to participate in the focus group discussion. I would like to start by assuring you that whatever we discuss during the focus group interviews will remain confidential. The interview information is purely for academic purposes and therefore will not be used for any other purpose.

Participation in this study is voluntary and the participant has the right to withdraw at any time, so at any time that you wish to withdraw from the interview you may do so. If you feel that you are uncomfortable with the questions, please let me know.

The results of the study will be treated with confidentiality, so I'm not going to use any names, I will use pseudo names, so you don't need to worry about your identity being revealed. The interviews will be used strictly for academic purposes, only myself and my supervisor will listen to the audios.

So my first question is: How have you been involved in curriculum change at your school or previous schools?

Participant: Okay since we had the outcomes based, and then we moved CAPS as HODs we had to link with the foundation phase to do all the implementation. This involved organising the materials, and assisting teachers with understanding the curriculum and how to use the new assessment instruments. There was training for OBE but the curriculum was difficult to interpret but the CAPS curriculum has clear guidelines and as HODs we went through a lot of training. As an HOD I have to ensure that teachers interpret the curriculum correctly and I have to assist teachers with areas they are struggling with and also ensure that teachers have been provided with the resources they need.

Participant: Yes we had training each time we had a curriculum change. When the curriculum was changed to OBE training was not very clear as the facilitators were not familiar with the new curriculum but when CAPS was introduced we were trained by the Department of Basic Education as HODs on how to implement the new curriculum. We then had to assist teachers in implementing the changes at school level. As HODs we have to give support to teachers on how to teach and assess students using ATPs

Participant: And it is a lot of work, many hours, every afternoon, holidays.

Participant: I'm involved in the micro level of curriculum change in my classroom, so yes when the curriculum change I think it goes hand in hand with the implementation of the curriculum in your classroom. So I think you adapt some of the components of the curriculum in your class to suit the work in your class when you implement it. The training by the Department of Basic Education definitely helped. The HODs guide us with the implementation of the new curriculum in the classroom.

Participant: Yes I think its management, identifying the correct people, the experienced people, to assist with the implementation of the curriculum change. The experienced teachers assisted the new and inexperienced teachers in interpreting the curriculum and adapting to the changes for example the introduction of technology and computers.

Interviewer: I would like you to think of the things that you did in curriculum change that worked particularly well and you can also mention the ones that didn't go so well, whether it's OBE or another curriculum?

Participant: The things that went exceptionally well was a change to a new reading books, started with a new series and that was the best thing ever, moved away from things that we did 30 years ago and we started a new Oxford reading, that was good.

Participant: I think from a language side, moving away from the language aspects, focussing only on your sentence structure and everything, more focussing on reading and comprehension test, you understand what you're reading and then writing as well because there was a lot of drilling if I can use the term parrot? Work, remembering but not implementing it. I think that's a good change. So the knowledge that they gain to implement it in a practical way.

Participant: Yes, yes I think the OBE structure is just for rich schools or rich countries, with the resources. The outcomes based curriculum suits the Western countries while CAPS is more South African specific. With CAPS there is a lot of training support but there is a lot more administrative paper work which consumes most of the teaching time. The ATPS require a lot of time and therefore teachers have to work during break and lunch time to accommodate administration work.

Interviewer: And what past experiences have helped you in dealing with curriculum change?

Participant: I think having good mentors, people, experienced teachers that guide and assess you, because you can't know everything and you don't like interpret stuff always the way it's supposed to be interpreted. So having those people to assist you and mentoring you and saying no, no let's look at it this way, I think that helps a lot. And I think also your own lifelong learning attitude, wanting to learn, wanting to know how it works.

Participant: And working together and a positive attitude, you must have that hey, and all the teachers here are so good and experienced and we love to work together. Management allows us to help each other.

Participant: I think when you have to take charge, you need to find all the detail, and you need to know everything. So taking charge means that you can help and deal with all that stuff that you need to succeed. Therefore as an HOD it is important to familiarise with the curriculum first then you can help other teachers.

Participant: I must also say that I think, just thinking about it now, being able to go back to teachers who have retired and phone them and ask them can they assist us and they know what will work, will this work, for their guidance because again experienced teachers is actually the best way to go.

Participant: I would say I use a lot of social media to help me with the mathematics as well, especially on face book, there's quite a few groups that you can chat o and they will assist you. I am a Mathematics teacher in the intermediate phase, there's a lot of groups that actually help teachers with teaching ideas how to implement ATPs, There are a lot of people that actually sell their stuff for next to nothing, the work that they do in the classrooms, which is not always applicable to your classroom, but sometimes the experience a situation, they put it on social media, ask what can they do, not mentioning names and everything, schools and everything and just ask them for advice and I have to say that helps because other people are experiencing things that actually helps you to deal with situations in your classroom.

Interviewer: Interesting, so as a team, you have HOD's, teachers and the principal and deputy principal, how do you help each other for instance with technology and computers?

Participant: We've got weekly meetings. Each grade has got their own meeting twice a week, so we keep each other informed.

Interviewer: How do you conduct staff development?

Participant: We are quite focussed on developing staff, we have a separate budget to get expertise from outside to assist our teachers and to train all of us with the new relevant stuff that's going on. In addition the experienced teachers also help with training others

Participant: And we moderate, pre-moderation and post moderation the curriculum changes to help teachers understand the curriculum.

Participant: And its all team work, I teach one class with another teacher and I send all my Power point presentations to her, and she uses them in her classroom as well. So is not just the answers, its things that we explain to the children, in the classroom and if one teacher struggles to teach a specific topic in the classroom she calls me or she calls whoever needs to be called then ja, it helps.

Interviewer: So if you advising a fellow HOD on dealing with curriculum change, what important issues would you mention?

Participant: Specifically on the curriculum change, or on how to cope with the curriculum change. I think it's your attitude, it's important. To change your attitude because you have to be positive about the change.

Participant: It's important that you don't have to reinvent the wheel, these curriculum changes that have been implemented before, somebody has struggled again through it as well, previously or whatever and I think in this whole interview I think you can understand that we rely on each other, so that is the big thing. Your attitude and ask for support and I think there's a lot support from the school side and teachers side, so ja I think that is good.

Participant: Ensure that you support your teachers, arrange the required resources and utilise the experienced teachers they are a resource.

Interviewer: Let's suppose you were in charge of the curriculum change, what two things would you introduce to make the curriculum better?

Participant: I think play more. Children don't play anymore, there's a time to play, and I think especially I've got a daughter now in grade R, she comes back and it's beautiful to have a nice evidence that she's actually done something at school today, but the big thing is, I think there's a little bit of a moving away from worksheets, I

206

think that is important after having 12 years of using worksheets, and that we look into that as this is the evidence, but is not only, you need somebody that yes they can multiply but can they walk into a room and greet somebody. Ja.

Participant: Assessments should be reduced. They take too much time for teaching

Participant: You see paperwork again hey it must be less. There are too many assessments and limited time to complete the assessments.

Participant: I think the ATP's and the lesson plans and everything they provide us is a nice guideline, I think just speaking from the language side, is too much, they are forcing into two weeks, that you have to go through and I work diligently, and I work all the time even during breaks, and I'm not getting through the curriculum with the ATP's that they've provided us. So I can't see that colleagues at other schools manage it, or they're lying about something. So I think just to spread it out and not to force too much in little time, because it's all about teaching and providing a foundation.

Interviewer: So, what would you say are the important things that you have learnt from all the curriculum changes?

Participant: I think on the positive side I think CAPS is a really a good curriculum, it focusses on the South African context, it's really good. I think one of the challenges are material, text books that are up to standard, work books, not everything is up to standard and there's a lot of mistakes in the books because is again rushed through. So I think that's for me, personally, important point medium, especially in the languages we are again, as HOD of languages, we've got limited databases to work from to gain information. So I think that's a problem but other than that we've got a good curriculum, we just need to refine it a little bit more and then we must stick to it, that's the big thing, not change to another new curriculum.

Participant: Ja I'm here for the child, not for the government to be doing paper work, really!

Participant: Everything, you have to report and summarise, just pre-moderate and post moderate and send in your files and then I have to check it and that's all that I do, is checking other things to see if it works

Participant: And double check

Participant: You can be good on paper, you can be an excellent teacher on paper, but the real thing is what's actually going on in your classroom, and policy makers forget that. So I know they want to monitor what exactly happens in our classrooms, how we are on paper, but how you are on paper cannot be the real reflection from what's going on in your class.

Participant: I agree …

Participant: And I must say also, and that's only from my point of view, the department focusses on the schools that are doing a good job and not going to the underperforming schools because we get a lot of visits from the department and all our staff is 100%, thank you but they don't go to under performing schools and check what's going on there. So is not a true reflection of what's happening with the CAPS in the education system because they're focussing on the performing schools.

Participant: I was on holiday the one day or the one weekend and I talked to a friend we were staying in a hostel or something and there was actually another girl as well. What she does, she goes to underperforming schools and she goes and see what's actually going on in classes, and then she said something interesting. She said, especially mathematics, the language differs, we teach the children this is rectangular, they teach the children it's a shape of a bread, so is about the language, a lot of the language differs from school to school and I understand, that is one of the challenges overall in the curriculum, is that South Africa has how many languages that's actually recognised and we are an Afrikaans school and we teach in Afrikaans but they want us to teach other languages which becomes a challenge.

Participant: I think it would be great, I'm putting it out there, it would be great that teachers should be involved in planning curriculum change and not policy makers since teachers are the ones who implement the curriculum. I would like to say that teachers implement the curriculum and therefore they should be involved in curriculum planning. I think they have to write it and they have to change it because they know what's going on in the classrooms. Policy makers tend not to know what's actually going on in the classroom, which leads to problems we face and now they make these demands but the demands can't be met because they don't know what is going on in the classroom. Ja.

Interviewer: Does your school experience any challenges with resources?

208

Participant: Ja but I must say that if we look at support from the department, we get the same support as all the other schools, but our parent's assist by providing the school with every possible extra media or teaching aid renewed, so we are very fortunate in that sense, that the parents buy in, so the attitude of the community is very positive. I think that's why we don't struggle with resources.

Participant: And actually teachers as well hey because I go home and use my own internet, use my own paper and my own ink.

Participant: We all do our own question papers and all the other paperwork we do it at home using our own resources.

Participant: Your own time, your own costs

Participant: And it's very nice that you can actually come to school and you can print your work even if you don't have a printer at home. You can print your stuff and you can bring it to school, you can give it in and there's somebody that actually duplicate all the stuff for you so tomorrow when they write exam or test or whatever, it is taken out, or handed out, get it in and you mark. So it's very good.

Interviewer: The last question. If you were the advisor to the school principal, what recommendations would you give to the principal?

Participant: I think that we need to utilise what we have. Maximise every support and that we do get from the department, from the parents and use it as a baseline. Don't use it as a benchmark, but use it as a baseline so that you can work up. Make use of available resources. You don't have to meet all the requirements every time, I think there's a lot of pressure in schools on teachers to meet the requirements of the curriculum. And I think they give a good basis so use that rather than chase a goal and not reaching a child in your classroom or a teacher.

Participant: The other thing is listen, principals please listen to your teachers and I'm not talking about our school, we love our principal. I'm talking about things that I hear from other schools, they complain that principals don't listen, again It's not here other schools, they don't have an open door policy. Principals need to listen to suggestions from teachers, parents and students.

Participant: I don't know you can differ from me, I think the HOD's and the subject heads at this school even myself as an HOD and my colleagues and the principal have an open door policy. So if teachers are not comfortable with me they can go to another HOD or the principal. So there is always someone that you can go to and discuss your query or your concerns and you know it will be addressed.

Participant: Positive and negative hey.

Participant: Ja.

Participant: Anyway it starts with you.

Interviewer: Thank you for participating in the focus group discussion.

END

THEMES AND RESPONSES

Research Questions	Themes and Responses
1. **What contextual factors influence leadership and management of curriculum change**	**Theme 1: Contextual factors that influence leadership and management of curriculum change.** P1 Resources - parents are not well resourced - resources we struggle with resources and we will never have sufficient resources, - if they don't have money to pay school fees, we can't even ask parents to help Information - So the same thing you have to do it in the school, make follow ups, check if whatever they got from the workshops, is it something they understand, can they implement it and if you are the curriculum head, you need to get more information because then they will be coming to you, to ask you even if you have tried to have meetings with them after they had their workshops and you must be more knowledgeable than they are. So you now start having to find out more, make calls where possible, research from the internet, make yourself a pro overnight - So train your staff very well, seek help, let other people come and help you that understand it, then you are more likely to get good

Research Questions	Themes and Responses
	results. Without good preparation, without consultation you are more likely to find people not wanting to learn and adapting to the change.
	Language
	• That has been a bit of a challenge because we have schools teaching different languages. With the CAPS we need to have a home language, we have a first additional language and that is also dependent on your region and also on the choice made by parents in a school.
	Policy
	• It was a curriculum kind of a policy that was taken from another country and brought to the country • With the CAPS we need to have a home language, we have a first additional language and that is also dependent on your region
	• So we realised that the Sepedi which is one of the African languages, is not liked by parents, in a way we were pushed to actually do away with Sepedi back then and now we have only Afrikaans as our first additional language.
	Environment
	• From what I've already mentioned, you need to know your school environment, that

212

Research Questions	Themes and Responses
	includes the community and parents
	Training
	- Before any curriculum change can be made, they need to call teachers for workshops and staff develop them.
	- So train your staff very well, seek help, let other people come and help you that understand it, then you are more likely to get good results. Without good preparation, without consultation you are more likely to find people not wanting to learn and adapting to the change.
	Evaluation
	- And to monitor that they are doing, you need to have the course also coming from them, to see that they do go to class visits and they have meetings with their teachers, what you are doing as a deputy with your HOD's, is what they should be doing with their team in their different subjects
	P2
	Technology
	- We are trying to find investors to find people around like we now have a new mall, so as the school management team we usually go there and find where these big shops can take so it's still a process.

213

Research Questions	Themes and Responses
	Language Policy • But then it is difficult for us to implement the local languages. Everything that we wrote into the language policy we have to adapt to other languages so that we can accommodate those learners that are not covered by our language policy. Climate • Our strength is that everybody is willing to learn and everybody is willing to help where they are needed • Know your school management team, who is good at what, who is good at what and be approachable because as the principal, the school management team helps you to run the school. Information • You have to make sure that all the teachers get as much information as possible • When you are a principal you are expected to make sure your HOD's are knowledgeable. • I make sure that every teacher who teaches a certain subject they have the CAPS documents with them, they have the text books, they have the lesson plans, and we liaise a lot with the facilitators for a certain subject. Environment

214

Research Questions	Themes and Responses
	• So just make the environment as comfortable as possible for everybody not to be anxious. Experience • Well past experiences, I would say the most important thing • Something that I've learnt because in the past when I have been anxious, then you know you tend to make mistakes, so just to try and make people feel at ease and then introduce the change. Atmosphere • You must always make sure that your teachers are not anxious Information • Give them as much information as possible Policy • Our language policy has been a very interesting one because now we are told that our policy on the languages have to do with the feeder schools, • Language policy imposed to schools P3

215

Research Questions	Themes and Responses
	Resources • The change with curriculum goes with changing of your learning teacher, support material and changing that becomes an immediate challenge. • We have materials in English but we need more material resources in other local languages. • We do have a computer centre but it's non-functional currently because we've had government bureaucracy. • We can't put interactive boards in classrooms for now because they are expensive but we are told that in terms of e-learning Gauteng online is offering assistance. Technology • The socio-economic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par with if we are from model C schools in terms of technology. Our teachers are far much advanced, but the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced. I will tell you that in technology, power point presentations. ATPs • The sad part of it is that teaching with ATP does not consider whether the learners have grasped the concept or not, the curriculum is strictly topic driven. Language • So we have adopted English as the first additional language both

216

Research Questions	Themes and Responses
	in grade R and in our foundation phase, and language with learning and teaching, and grade 4 to 7 of course, they are the learning areas, besides your mother tongue of which is taught either Zulu or Sepedi. Training - So I would say the principal needs to expose themselves to new ways of doing things, attend workshops, seminars. - We will tell you that many of the young teachers that are entering the system at least are teachers that have gone through the training at universities or colleges. - So I think there have been quite a number of initiatives for educators, including myself to ensure that we understand the changes and the focus of the new curriculum, you name them, RNCS, NCS, CAPS now. - So it took us time to develop our people to become experts unfortunately we have lost a deputy principal in the last two years and the HOD's except for one. Motivation - The most important thing is to motivate your teachers as this could lead to better coordination. Climate

217

Research Questions	Themes and Responses
	• The school is not made up of students and teachers only we have the parents and your community
	Evaluation
	• Every Friday we sit, we look what happened last week and we analyse, qualitatively the results, we will look at results, we concentrate on subjects that require more resources.
	P4
	Training
	• You will agree with me that as a teacher for you to understand a new curriculum, development of teachers should take place.
	• They should be trained at the college for many years.
	• I was just simply saying that teacher training, workshops and other initiatives from the side of government introducing- exposure to better ways of doing things will greatly assist to motivate your staff at the school.
	Information
	• Ensure that we understand the changes and the focus of the new curriculum
	• Yes I think there will be training, you know initially when you start off with any new curriculum, the best way is to actually just study the book and the curriculum and the syllabus and to know exactly what is expected of you for each

218

Research Questions	Themes and Responses
	subject, each learning area and to work through it Resources - You know the text books, learning material will have to change, the change with curriculum goes with changing of your learning teacher, support material - expose the resources available to change - I will tell you that in technology, power point presentations. I dream of a school where we could be using all this technology, I will tell you it will happen one day and when it happens I dream of a school where a teacher teaches, we post online homework, the teacher marks the work, post results online. - I've seen a situation where teachers would bring their own televisions screens to the classrooms although we have not taken the initiative to equip the school with such technology, without saying much, the socio economic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par with if we are from model C schools in terms of technology. Environment

219

Research Questions	Themes and Responses
	• if you've got a team that work together and everybody works together no matter what curriculum you do, • We have HODs that motivate the staff, that work on the positive and so it was actually quite a smooth transition for us. Communication • So we have a very informed school management team, if you have people that are permanently employed they also assist a great deal, their confidence and so on and also taking through them this meetings now and then because they are not just meetings for the sake of meetings. These are curriculum briefing meetings to check whether we are in tune with the vision of the school in terms of curriculum change and most importantly what are the areas the learners and teachers that are struggling with. P4 Timetable • You know it is in your timetable, in the daily programme in where you are lenient with due dates, and say you know what, we understand that you are busy covering the work, some children are slower and some people have to just cover that. So where we cannot keep up with everything in that way, assisting the staff, with just changing due dates and making it more easy for them. Resources

220

Research Questions	Themes and Responses
	• The resources we struggling a bit with the Sepedi but we are getting there Experience • I think it's my experience teaching in different provinces that has helped me manage curriculum change. The experience to manage teachers and resources. Attitude • The willingness to change, the willingness to work hard • The older teachers, I won't say older teachers, there are more mature teachers in the profession, don't like change, they always compare but we did it this way and we did it that way and it's very difficult to get them up on board but you gradually get them on board Training • And also professional development, we always on training, we always empowering ourselves by going on workshops, going on courses, and we as HOD's we don't act like we know it all. Information • Do proper research before you start introducing change and share information and knowledge to teachers, students and parents.

221

Research Questions	Themes and Responses
	• So we make sure that we know everything of the policy and we come back then and we train our staff on how to implement it, checking the time allocations, making sure that the time tables are according to what the policy is expecting from us to do.
	Atmosphere
	• I think trust is the main thing and I've been here for 12 years with these 2 ladies and never wonder have I felt that can trust her and that makes it so much easier because if they come with suggestions we know they've got the knowledge, they've got the commitment,
	P6
	CAPS policy
	• I think that CAPS is better, the big thing that helps a lot is the ATP, you know exactly what to teach, when to teach and that helps a lot especially new teachers that come in that are unsure, you take your ATP, you know that in week 1 I've got to teach this.
	Training
	• Well your training and that helped, and the experience
	• Ja and I've been working closely with the cluster leaders in our circuit and I've been working very closely with a cluster leader. And presenting lessons with incorporating CAPS in it and it really helped, just to show the teachers in our circuit how CAPS

222

Research Questions	Themes and Responses
	is being implemented in the languages. ATPs - The Annual Teaching Plans, and there's no time we are just rushing to finish an annual teaching plan that comes from the province or from national, it must be national or Gauteng, but there's no time to go back and help learners that are struggling, there's no time to go back and to re-teach and redo and that. Experience - If you've got more experienced staff members, is easier to adapt to change Attitude - If you've got the right attitude you can make it work
2. What are the principals' views regarding why the identified contextual factors influence their role and responsibility in the implementation of curriculum changes?	P1 Resources - We can't even ask parents to help with resources, they are not well resourced, if they cannot pay, it means they don't have enough money to buy resources. - We are just dependent on the government financial assistance, our dream is that every child should have a tablet that has all text books.

223

Research Questions	Themes and Responses
	Communication • Obviously if a person is a principal, they must read and understand about the policy changes. Assessments • This curriculum has got its own challenges, in some cases there are so many assessments in some projects that we are teaching for assessment purposes with little focus on understanding the concepts. P2 Technology • Even though our school has a lot of learners, the technology in the school helps us manage the administrative work because the principal deputy principal and every administrator has their own computer or laptop. • Technology important at school and home because parents can assist with their smart phones, tablets, wifi and by taking their children to internet cafes. • Our teachers are far much advanced, but the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced. Language • It is difficult for us to implement the local languages. Everything that we wrote in the language policy we have to adapt to other languages so that we can accommodate the learners that speak different languages. Climate

224

Research Questions	Themes and Responses
	• Principals need to know the teachers and everybody in the school premises on a personal level. ie strength and weaknesses. P3 Resources • I will tell you over the years is that the government is doing a lot, especially in Gauteng to ensure that there is e-learning, we call it e-learning • The socio economic conditions of the school will make it difficult that we have the gadgets that you should utilise to ensure that we are also on par model C schools in terms of technology. • Our teachers are far much advanced, the issue of resources and infrastructure does not bar us from ensuring that we are also technologically advanced. ATPs • The sad part of it is that teaching with ATP does not consider whether the learners have grasped the concept or not, the curriculum is strictly topic driven. Leadership • A principal should welcome change, dedicate the resources available to change, study and most importantly learn through what other successful schools and countries are doing. • I think the most important aspect, if you have an informed and experienced leader it assists a great deal to address the gaps

225

Research Questions	Themes and Responses
	that are there in the teaching and learning.
	Climate
	• The most important thing is to motivate your teachers this could lead to better coordination
	Vision
	• I will tell you that in technology, power point presentations. I dream of a school where we could be using all this technology
	P4
	Information
	• The best way is to actually just study the book and the curriculum and the syllabus and to know exactly what is expected of you for each subject
	Resources
	ATPs
	• In CAPS, where they have tried to streamline it but the assessments have not been reduced to make it easier for the children or the staff.
	Language
	• There's not really space for additional language on the curriculum although the department wanted us and we implemented that to a certain extent in the foundation phase
	Climate
	• So a positive staff and knowledgeable staff who is

226

Research Questions	Themes and Responses
	prepared to go in and do the thing, I think that really helps. P5 CAPS policy • I think that CAPS is better, the big thing that helps a lot is the ATP, you know exactly what to teach, when to teach and that helps a lot especially new teachers that come in that are unsure, you take your ATP, you know that in week 1 I've got to teach this. Attitude • I think it's once again looking at the positive of the curriculum, and you see this is a positive, focus on the positive and show the staff the positive and lead by example Trust • I think trust is the main thing and I've been here for 12 years with these 2 ladies and never wonder have I felt that can trust her and that makes it so much easier because if they come with suggestions we know they've got the knowledge, they've got the commitment, their suggestions are the right ones, we can follow that
3. How do school principals respond to contextual factors that influence curriculum change in their schools?	Theme 1: Principals response to contextual factors that influence curriculum change in their schools P1 Response to shortage of resources

227

Research Questions	Themes and Responses
	• Usually you have to be creative as a teacher, maybe use videos to teach something else that you were supposed to be teaching using practical experiments. Response to the technology policy • With the introduction of technology in our school, I think we were more blessed because when they introduced it we had one of the HOD's who had technological knowledge of the subject • I did not see much of a hick up, she was actually workshopping them more on that. Principal Training on the CAPS curriculum changes • I would say with CAPS is more refined in terms of what we were struggling with things. • What I like about CAPS is more straightforward even as to the number of assessments that must be given per subject Response to language policy changes • We first experimented with both Afrikaans and Sepedi having gathered that most of our children would most probably prefer Sepedi, the parents preferred Sepedi more than the other African languages. • So we realised that the Sepedi which is one of the African

228

Research Questions	Themes and Responses
	languages, is not liked by parents, in a way we were pushed to actually do away with Sepedi back then and now we have only Afrikaans as our first additional language. So the area does have an effect as to which languages we choose for the school. • Response to providing information • So you now start having to find out more, make calls where possible, research from the internet, make yourself a pro overnight because then you will have to make sure that curriculum change implementation shouldn't be a problem. • Obviously if a person is a principal, they must love reading about whatever changes are there in their job environment, if it's curriculum • Response to shortage of resources • Usually you have to be creative as a teacher, create out of nothing. And ja or even maybe use videos to teach something else that you were supposed to be teaching but resources we struggle with • Resources and we will never have sufficient resources, but we always try and find ways. • We also do wish to have white boards in all the classes, but that is a dream that we will only achieve when we get funds and become available.

229

Research Questions	Themes and Responses
	• Response to time shortage due to too many Assessment Policies • This curriculum has got its own challenges, in some cases there are so many assessments in some projects that we need to teach for assessment purposes. • So if we want to get our children to learn a concept and understand it very well, something must give way in terms of the number of assessments and that as a school we don't have control over, we are told this has to be done this way and we can't change it. P2 • Response to the language policy Response to the Technology Policy • It is the baby of the department to make sure that we as a school are well equipped, the principal, the deputies, the HOD's, they always have to use technology, for example now we do not write reports using hand • Every administrator has their own computer or laptop, the deputy has their own computer, the principal has a computer and the good part is that everybody from the principal to the teachers is given a chance to use the computers. • It is difficult to offer computers to the students because we had a

Research Questions	Themes and Responses
	computer lab but it was vandalised.
	• We are trying to find investors to find people around like we now have a new mall, so as the school management team we usually go there and find where these big shops can take so it's still a process.
	Experience
	• Well past experiences, I would say the most important thing is that I was a teacher myself, I know what the anxieties of the teachers are when there is a change in the curriculum
	• Response to Assessment Policy ATPs
	• I think most of the curriculum changes have actually just brought anxiety because the assessments in CAPS are too many, especially for the languages.
	• We cannot really do anything because it is required of us to do it. So you cannot really tell someone no you don't have to do it, the only thing you can do is if you see someone is anxious and really stressed you tell the person okay the deadline is today but I will give you two more days to finish the paperwork or something like that is required,
	• So the only thing that we differ is maybe we give the learners extra

231

Research Questions	Themes and Responses
	work, if the department tells us we must do one assessment, sometimes we do 2 or 3 to give learners extended opportunities to do better but that is the extent of us changing that we actually give ourselves more work than what we're supposed to do.
	P3
	Response to CAPS policy
	• With the latest change to CAPS I must say that was more subtle, so the teachers went for training. The HOD's went for training more and I didn't myself have the specific training on that and I wasn't involved in that, although you interact with the curriculum Response to CAPS policy
	• I think the CAPS in a way it did bring a lot of better things, so yes we were glad with CAPS it came, but once again whether the CAPS introduction, the assessment there are too many in the various subjects
	• The moving from OBE to CAPS was not really so many structural changes, it was more subdued
	Response to Resources
	• So if they need text books, workbooks that we budget for those and make them available for them, we've made a certain electronic, not necessarily electronic but a book that we use from a company which has videos and learning material, prepared that makes the lesson planning easier for the teacher.
	• Our teachers are far much advanced, but it is the issue of resources and infrastructure, but

232

Research Questions	Themes and Responses
	that does not bar us from ensuring that we are also technologically advanced.
	• What do we need, we will need of course internet access, it's possible, and it just depends on a number of initiatives from the local government, ensuring that there is through Wi-Fi throughout the school.
	• We do have a computer centre but it's non-functional currently because we've had government bureaucracy
	S4
	Response to the language policy
	• There's not really space for that on the curriculum although the department wanted us and we implemented that to a certain extent in the foundation phase but the more time you give to that, our problem is that we've got many children coming from other schools and various different home languages as it is.
	• So English is not their home language in any case which creates a big problem for us, where we have to focus a lot on that
	• Look Sepedi is offered on as I say conversational language and has been for many years from grade 1 to 7
	HM4
	Response to CAPS policy
	• So I think there have been quite a number of initiatives for educators, including myself to ensure that we understand the

233

Research Questions	Themes and Responses
	changes I think those initiatives were embraced both by teacher organisations in the country and government, principals taken through also for trainings and so on, to ensure that curriculum management takes place. • But basically for us to say how do we ensure that as a school we are conversant and arrange to manage and support the teachers accordingly • But basically for us to say how do we ensure that as a school we are conversant and arrange to manage and support the teachers according Response to the language policy • We have only Zulu, Sepedi and Sesotho, but unfortunately we have to teach them, we have two learners from Zimbabwe and other parts of Africa, and unfortunately we can't offer their languages. Response to Resources • I want to qualify that, we have a lot of material in the library for supporting English, we do have your African language policy • In terms of resources, human resource we have teachers, qualified, we have just appointed one of our teachers, promoted to head of department, heading these African languages. • we are working towards that to ensure that we can't put white

234

Research Questions	Themes and Responses
	interactive boards in classrooms for now Response to ATPs • The sad part of it is that teaching with ATP training other than whether they learners have grasped the concepts or not, the curriculum is strictly topic driven. P5 Response to CAPS • we've got the right structures in place, so we've got excellent HOD's and great leaders and subject leaders that make sure that the correct things are done • But I feel that the policies, the workload is extremely full, and they are expecting a lot of the learners and there's no time to go back and reteach or to drill it in like in the foundation phase Response to ATPS • So the pace is very fast and the children can't manage with that. So I teach English and its hard work, there's no time to remediate, so the extra classes that we do offer for maths and English. • The Annual Teaching Plans, and there's no time we are just rushing to finish an annual teaching plan that comes from the province or from national, it must be national or Gauteng

235

Research Questions	Themes and Responses
	• It is a lot of work that must be covered in a week for learners that are only seeing, getting to know the subject for the first time
	Response to technology
	• So the technology that we use, the innovative ways that the teachers teach, helps us a lot in implementing curriculum change.
	Response to language policy
	• Ninety percent of our children don't speak English as a home language but they come to school for English
6	
	Response to CAPS training
	• moving from OBE to CAPS, but I think from my side as staff it is time to just gain the knowledge and workshops and trying to know what's going on because it's ever changing
	• Any change is always met with resistance, people don't like change. So the main thing is to get people to buy into it, and to believe that it's changed for the better.
	• Some of the training is relevant, but I think what happened, my personal experience is there has been too much change over certain short times of period and even the curriculum developers were not up to date with the change.

236

Research Questions	Themes and Responses
	Response to the language policy • We are only offering Afrikaans okay and the English first language Response to technology policy • It was not that major adaption that we had to make, because actually it was always part of the curriculum, it's only that they separated it, so that's not a major change and that was quite easy for the staff to buy into it. Response to ATPs • Actually, all the emphasis is over assessments, the staff can't teach, they are just busy assessing, so that's part of the challenges • You have to adapt to that and find the mid-way because it's not, that's what I said all the changes is always for the better. But that's a quite challenge. Parental Involvement • So that also helps, you know having the parents involved in the process of how it's done in class so that they can also help at home, if they want to be involved within the right way. Vision • We call this integrated quality management systems, this is

237

Research Questions	Themes and Responses
	where teachers for example will draw their personal growth paths and they will indicate these are areas or weaknesses that we experiencing and then from there we will therefore come up with a programme on how they are going to be assisted, develop them so that there could be competent, in the end