

**CAPABILITY SETS OF TEACHERS WITH REGARDS TO THE
IMPLEMENTATION OF THE CURRICULUM AND POLICY
STATEMENT IN A
NO-FEE SCHOOL COMMUNITY IN THE WESTERN CAPE**

by

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ABSTRACT

Since the onset of democracy in 1994, education in South Africa has undergone many developments and changes due to curriculum innovations and interventions. For more than two decades, the government has been seeking to eliminate the divisions of the past by establishing a society based on democratic values, social justice and the observance of fundamental human rights as described in Act 108 of 1996 in the Constitution. The curriculum changes in South Africa after 1994 had a huge impact on the education system as a whole, and classroom teaching shifted from being largely teacher-centered to being predominantly learner-centered. Hence, the newly revised Curriculum and Assessment Policy Statement (CAPS) was introduced (DBE, 2011) to provide all teachers with the same outline of what should be taught, when and how. The government's efforts at improving teaching and learning as well as maintaining a high standard of education are commendable, however, findings through this research demonstrate that CAPS disregards the massive differences in terms of contexts within which schools operate and the general lack of resources faced by certain schools.

The main aim of this research was to explore the nature of the capability sets of teachers with respect to the implementation of the CAPS curriculum in a no fee school community in the Western Cape. The research was conducted within the framework of a qualitative research approach with a case study design. Classroom observation, focus group interviews and document analysis were utilized as data collection methods. The capability approach of Amartya Sen was applied to unveil the nature of teachers' capability sets in a no fee school in the Western Cape. This study has established that there are several factors inside and outside the school, which influence the implementation of CAPS during the teaching and assessment processes. Therefore, recommendations are made that the policymakers should take into account the context and socio economic background of the school and learners before changing the curriculum.

DECLARATION

I declare that *Capability Sets of teachers with regards to the implementation of the Curriculum and Assessment Policy Statement in a no fee school community in the Western Cape* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Samantha Hoffman

Date



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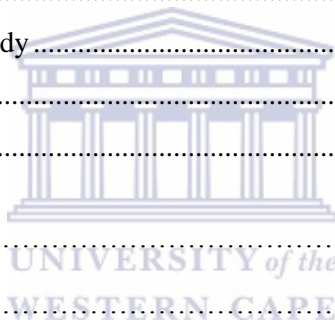
ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CA	Capability approach
CIE	Catholic Institute of Education ⁷
CNE	Christian National Education
DBE	Department of Basic Education
DET	Department of Education and Training
DoE	Department of Education
FP	Foundation Phase
IP	Intermediate Phase
IPS	Intermediate and Senior Phase (Intersen Phase)
LITNUM	Literacy and Numeracy
NCS	National Curriculum Statement
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
SASSA	South African Social Security Agency
SP	Senior Phase
WCED	Western Cape Education Department

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CHAPTER ONE

BACKGROUND AND OVERVIEW OF STUDY

1.1 Introduction

In an attempt to break away from the unjust past of South African history, the democratic government ushered in various curriculum changes in 1994. The newly elected government committed itself to providing education for all; ‘to open the doors of learning’ for all children of South Africa (Christie, 2008:72). Curriculum transformation and innovation, amongst others, has been one of the main drivers of the South African education system geared towards achieving equality in education. According to Jansen (1997), the first transformation attempt was to purge the apartheid curriculum (school syllabus) of “racially offensive and outdated content” and secondly, to introduce continuous assessment into schools. This, led to the deconstruction of the apartheid education system, and the beginning of a process of reconstructing a new education curriculum capable of serving the needs of a young democracy.

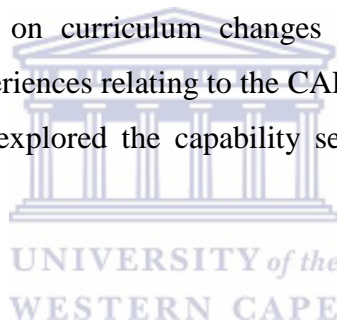
Subsequent to the above, educational policies have been developed with a view of changing educational practices and equipping learners to take on the role of critical citizens within changing national and global environments. Towards achieving this end, a new curriculum emerged which became known as the OBE, and was introduced in 1997 as Curriculum 2005. After testing it in practice, and taking into account the views of educational stakeholders, the current curriculum known as CAPS (Curriculum and Assessment Policy Statement) was introduced. CAPS is currently implemented in the Foundation Phase, Intermediate Phase and Grades 10 and 11 nationally. Themane and Mamabolo (2011:8) are of the opinion that,

CAPS seeks to provide a coherent, systematic content and knowledge to satisfy the specific aims of the curriculum. Curriculum policy and guideline documents, seek to address concerns of transition between grades and phases, assessment, particularly continuous assessment, learning and teaching support materials textbooks.

The research was guided by the capability approach of Amartya Sen (1992) who concentrates on “our capability to achieve valuable functionings that make up our lives and more generally our freedom to promote objectives we have reasons to value”.

This approach is relevant to the study because South African teachers were faced with constant curriculum changes and challenges, while trying to achieve their educational objectives. Sen (1992) claims that the core of the capability approach is “to evaluate a person in terms of his or her actual ability to achieve what he or she values and has reason to value”. Hence, the question emerged, how teachers can value their jobs as an educator if they are unable to perform their educational responsibilities due to circumstances beyond their control. Therefore, Sen (1992) argues that “for a person to achieve what he values or has reason to value; we must look at the extent of freedoms a person has in order to achieve functionings he or she values”.

This research focused especially on curriculum changes in South African education, with specific reference to teachers’ experiences relating to the CAPS in a no fee school community in the Western Cape. The research explored the capability sets of teachers when implementing CAPS.



1.2 Background

Pre-democratic education in South Africa was underpinned by a racist and paternalistic notion of Christian National Education (CNE) that required education systems (ethos, syllabus and so forth) to be embedded in Christian norms and values with the intent to Christianise white and non-white South Africans in a manner that would cultivate an Afrikaner Christian culture amongst all citizens (Ntshoe, 2002:63). The irony is that the apartheid education did not reflect in practice the intentions of the CNE for the mere fact that it promoted inequality, discrimination, oppression and separation, was the root of apartheid, and was motivated and inculcated through education, while the norms and values of Christianity on which it was driven stood for the total opposite. In other words it is a dichotomy between policy and practice.

As highlighted by Makoelle (2009:71), non-whites received an education that was inferior; it did not prepare them for ‘technological, engineering and scientific advancement, but rather for unskilled labour. The ideology that non-white learners’ career paths would not involve national

or international credence but rather local, tribal or community commitment prevailed' (Reed, Gultig & Adendorfff, 2012:169).

This education was referred to as Bantu Education and provoked the need for a change in the curriculum and education system as a whole. In revolt to Bantu Education, the notice of People's Education (PE) emerged in the 1980s and 'promised liberation from an authoritarian and unequal education system to one which could provide an alternative and a basis for a future democratic system fulfilling the potential of its citizens' (Vally, 2007:41). Further transformation in the education system occurred, post 1994, which leads to the origins of Curriculum 2005 and Outcomes Based Education (OBE).

According to Fataar (2001:642), curriculum reform in South Africa between the early 1990s to the early 2000s took place within 'policy cycles', each presenting a 'relatively distinctive political ensemble that vied for the heart of Governmental hegemony in education.' Hence, the curriculum was changed four times since the 1990s and these changes and developments are depicted in figure 1 below.

1.3 History of Curriculum Change in SA

Prior to 1994, South African Education was based on inequality, separation and segregation and was used as a tool to oppress the indigenous people of South Africa. Therefore, Jansen (1999) characterized the South African education pre-1994, as "a uniform and predictable curriculum policy system which was racist, Euro-centered, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory." The education system was unequal and many instruments such as funding and infrastructure were used to enforce inequality. The provision of education was therefore fundamentally skewed and funding was one of the main reasons education was unequal, and could be seen as a dual system.

Taylor, Fleisch and Shindler (2007) are of the opinion that the "harsh realities underlying achievement gaps within the South African school system are caused by, what they consider to be, as yet undefined salient factors and weaknesses that need to be addressed in order to achieve the government's goal of providing quality education for all". Taylor *et al.* (2007:2) reported that at the time of their study, "while four out of five children in former white primary schools read at the right level, less than half of learners attending former Coloured primary schools can

read at [their] grade level, and only four children in a hundred in former Department of Education and Training (DET) schools are reading at the prescribed level.” They argue that underperformance in schools should not be blamed on the schools, and on school principals alone, because the Department of Education (DoE) at the time determined how resources were allocated to schools. In the opinion of Taylor *et al.* (2007:2) this is in line with Sen’s (1992) view that “inequality can be viewed in terms of achievement and freedoms, where achievement is concerned with what we manage to accomplish; and freedom, with the real opportunity that we have to accomplish what we value”. Hence, many disadvantaged learners could not become what they wanted to become regardless of their academic ability to do so, because they did not have the freedom to achieve what they valued due to apartheid. Pretorius, 2014; Bayat, Louw & Rena, 2014 stated the following regarding the legacies of apartheid:

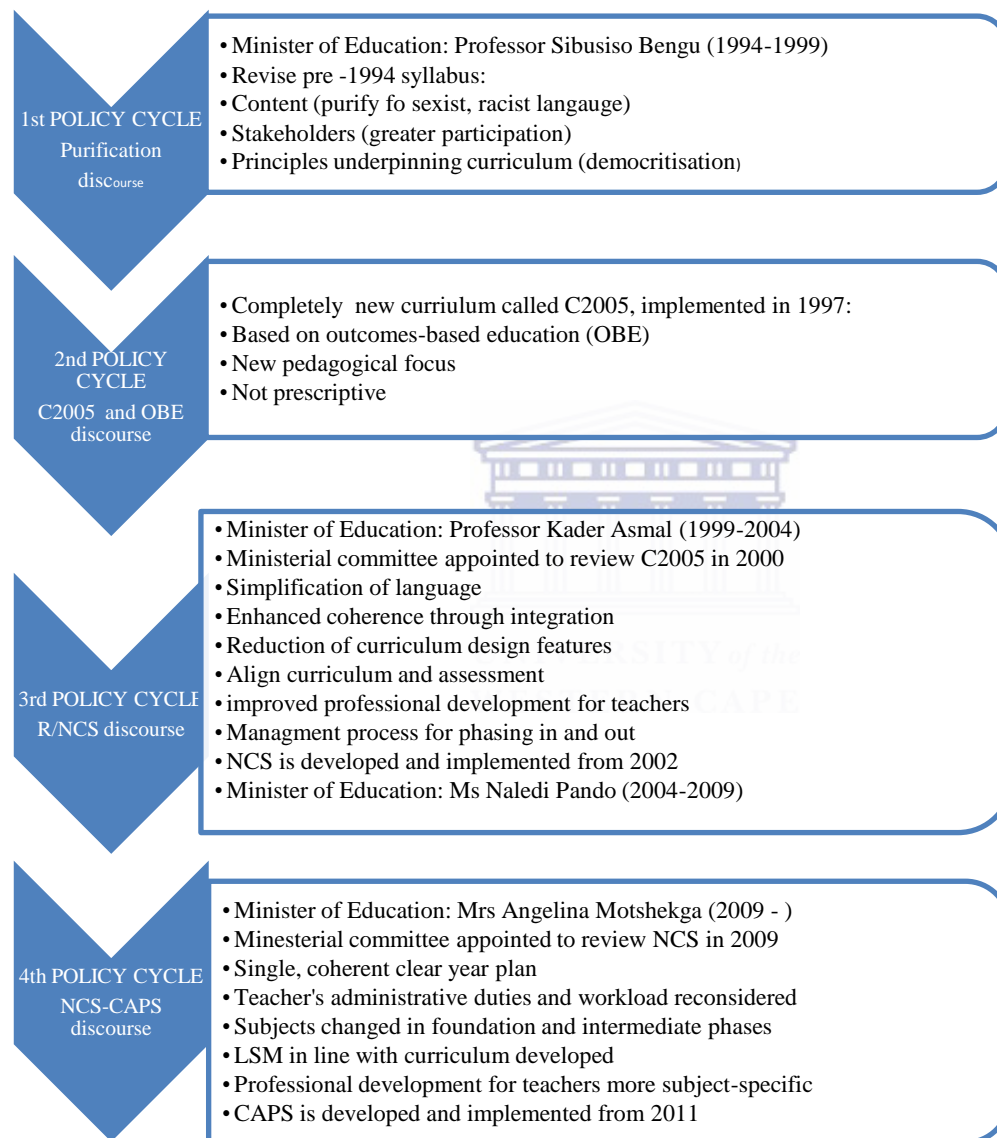
The strong legacies of apartheid and the consequent correlation between education and wealth have meant that, generally speaking, poor South African students perform worse academically.” In other words, history, poverty and school performance are entangled in an intricate web often distorted or oversimplified on the basis of a range of different perceptions. The critical question that remains unanswered is why South African poor schooling communities still underperform nearly twenty years into democracy, while receiving substantial material support from the government

This statement is relevant to my study because the researcher aims to explore the capabilities of teachers implementing CAPS in a previously disadvantaged but yet still impoverished community, as a result of apartheid. The aim of CAPS according to Department of Basic Education (DBE, 2011) was to provide all teachers with the same outline of what should be taught, when it should be taught, the time allocation and how it should be assessed without necessarily considering the vast differences in school contexts across South Africa.

As highlighted by Makoelle (2009:71), non-whites received an education that was inferior: it did not prepare them for ‘technological, engineering and scientific advancement, but rather for unskilled labour. The ideology that non-white learners’ career paths would not involve national or international credence but rather local, tribal or community commitment prevailed (Reed, et.al 2012:169). This education was referred to as Bantu Education and provoked the need for a change in the curriculum and education system as a whole. In revolt to Bantu Education,

People’s Education emerged in the 1980s and “promised liberation from an authoritarian and unequal education system to one which could provide an alternative and a basis for a future democratic system fulfilling the potential of its citizens” (Vally, 2007:41).

Figure 1: A Timeline of Curriculum Reform in South Africa after 1994



1.4 Statement of the Problem

The curriculum changes in South Africa after 1994 had a huge impact on the education system as a whole, where classroom teaching shifted from being teacher-centered to learner-centered.

Therefore, the newly revised Curriculum and Assessment Policy Statement (CAPS) as mentioned above, was introduced (DBE, 2011) to provide all teachers with the same outline of what should be taught, when it should be taught, the time allocation and how it should be assessed without necessarily considering the immense differences in school contexts across South Africa. Consequently, the shifts or changes from the old curriculum to the new curriculum have both tensions and contradictions, which were created by the change in policy. The curriculum transformation had effects on various factors such as teaching, learning and assessment and neglected the experiences of teachers inside the classroom. The OBE system was very difficult to comprehend mainly due to the abstract terminology and the poor and inadequate training supplied by the Education Department (Christie, 1999).

According to the Catholic Institute of Education (CIE) (2010), it is essential to provide teachers with guidance on how to work with the new documents, and it should specify the key concepts, depth, scope and range in each of the documents. More guidance is needed on levels of cognitive challenge. Hence, this study explored the freedoms and unfreedoms of teachers using CAPS with specific reference to teacher experiences with respect to teaching and assessment in the classroom. CAPS outlines the assessment tasks for teachers and it expects teachers to have different forms of assessment to accommodate all learners, regardless of their educational impairments, and this increases the workload of teachers. However, research by the CIE (2010) shows that there is little use of assessment examples in the documents and the guidance offered on assessment varies from subject to subject and some documents offer broad guidelines while others are more specific. This state of affairs has been a source of frustration for teachers.

1.5 Rationale of the Study

It is hoped that this study will contribute to the existing body of literature, and generate new knowledge around the mindsets and classroom experiences of teachers relating to curriculum change, more specifically the implementation of the CAPS. Its focus is to develop a conceptual framework for the thinking around the capability of teachers to achieve the educational goals and objectives for teaching and learning as stipulated in the CAPS. Sen (1992), describes achievement as being concerned with what we manage to accomplish, and freedom with the real opportunity that we have to accomplish what we value. Hence, this study aims to bridge some of

the gaps to help provide specific guidance to teachers, with focus on all subjects in the CAPS documents.

The Catholic Institute of Education (CIE) (2010), highlighted the following key concerning issues and this study aims to address these issues by drawing attention to them and through pointing out the potential for further research.

- The key aim of CAPS was to provide teachers with specific guidance where teachers have to know what the degree of difficulty is and how best to prepare for exams because it is not provided for in the CAPS documents;
- The guidance across subjects varies and the cognitive challenge dimension is only taken note of in some subject documents;
- The organising principles of the particular curriculum are not spelled out; and
- The curriculum documents themselves are all different and there has been no attempt to standardise these documents. In some documents lack page numbering, making it difficult to follow its contents.

The study also aims to provide practical solutions in classroom practices when implementing CAPS. The change in the curriculum raised a concern especially from teachers in relation to the change in classroom practices and approaches to the new curriculum. Hence, the study aims to provide teachers with a clear understanding of their freedoms and un-freedoms, with respect to teaching and assessment using CAPS.

1.6 Aims and Objectives

The main aim of the study **is to explore the nature of the capability sets of teachers, with respect to the implementation of the CAPS curriculum, in a no-fee school community in the Western Cape.**

The main aim is guided by the following secondary aims and objectives, in order to assist the researcher to answer the research questions:

- to investigate the freedoms and un-freedoms of teachers using CAPS with specific reference to teaching and assessment;

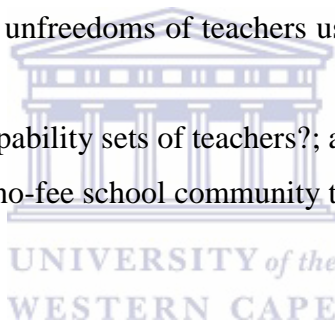
- to explore nature of capability sets of teachers; and
- to evaluate the factors in the no-fee school community that may influence the implementation of CAPS.

1.7 Research Questions

The research was guided by the following research questions: **What is the nature of the capability sets of teachers using the CAPS curriculum in a no-fee school in the Western Cape?**

The following sub-research questions assisted the researcher to answer the main research question.

1. What are the freedoms and unfreedoms of teachers using CAPS with respect to teaching and assessments?;
2. What is the nature of the capability sets of teachers?; and
3. What are the factors in the no-fee school community that influence the implementation of CAPS?



1.8 Capability Approach as Theoretical Framework

This study is inspired by a quest to explore the nature of the of the capability sets of teachers with respect to the implementation of CAPS. The capability approach proposed by Amartya Sen was used as a framework to answer the research question. According to Robeyns (2006), “the capability approach has become an increase prominent in academia and policy making in the last decade”.

1.8.1 The Capability Approach

Amartya Sen’s Capability Approach was used to drive this study. This approach is driven by two ideas, (a) functionings and (b) capabilities. The Capability Approach as described by Sen, (1993:30) is “concerned with evaluating a person in terms of his or her actual ability to achieve various functioning’s as part of living and takes the set of individual capabilities as constituting an indispensable and central part of the relevant informational base of such evaluation”.

According to Sen (1999), the capability approach is a “general normative framework for the assessment of human development in order to expand people’s capabilities and the freedom to promote or achieve ‘functionings’ which are important to them”. This framework is applicable in my study because capabilities inside the classroom are being investigated to evaluate what they are able to do and achieve when implementing CAPS. In addition, Sen (1987:36) refers to “functionings as an achievement, whereas capability is the ability to achieve. “Functionings are more directly related to living conditions and capabilities are notions of freedom which relate to real opportunities, to have well-being”. In support of this statement, my study explored teachers’ freedoms and unfreedoms in a school situated in a poverty stricken area with both inside and outside factors hindering teachers ability to successfully implement CAPS. Hence, Maarman (2009:321) is of the opinion that “capabilities are notions of freedoms that relate to a person’s opportunities to lead a particular kind of life whereas functioning’s more directly related to living conditions”. In support of this statement, my study specifically zooms in on the teaching environment where teachers teach and at the same time evaluating the factors that might effect unfreedoms of teachers.

“The approach is concerned with evaluating a person in terms of his or her actual ability to achieve various functioning’s as part of living, and takes the set of individual capabilities as constituting and indispensable and central part of the relevant informational base of such evaluation” (Nussbaum & Sen, 1993:30). Nussbaum (2003) views the Capability Approach as concerned with the opportunities that people have to improve the quality of their lives, recognising that human beings are not only a means or an instrument of progress, but also represent an end in the development process.

For this reason, this framework was used to evaluate whether teachers are able to achieve educational functionings such as ability to plan, prepare and teach as well as assess using CAPS to develop learners to become capable products enhancing not only their communities but their country as a whole.

1.9 Significance of the Study

This study hopes to provide some insights on the opinions and experiences of teachers in the classroom using CAPS, as a prescribed guide for teaching and assessment. More significantly,

it presents an analysis of the nature of the capability sets of teachers with specific reference to the freedoms and unfreedoms of teachers in terms of classroom practices and assessment tasks.

It highlights the strengths and limitations of CAPS as outlined by the CIE as well as the findings of the data in the research. It further evaluates the implications of a ‘one shoe fits all’ approach by CAPS in classroom practices, which in turn could influence and generate new theory.

My greatest aspiration is that it will offer a helpful platform to further research on this area and into larger issues that could not be addressed here, such as poor working conditions of teachers in especially poverty stricken areas where the educational objectives and expectations are the same for a poor child comparing to a more fortunate child.

The study also hopes that the government, schools, parents and learners will soon recognise the value and importance of quality education, and ensure better working conditions for teachers, especially those teaching in disadvantaged communities.

1.10 Definition of Key Terms

The researcher defined the following key terms; curriculum, CAPS, capability approach, capability sets, freedoms, no fee school and unfreedoms. These key terms were used throughout this thesis to explain and discuss various points.

1.10.1 Curriculum

According to Graham-Jolly (2003), the curriculum may be either narrow or broad in relation to what is included and excluded in any given statement. Thus, the curriculum can be described as a course of study and includes the whole study programme to be followed to reach a certain goal.

1.10.2 CAPS (Curriculum and Assessment Policy Statement)

Themane and Mamabolo (2011:8) are of the opinion that CAPS seeks to provide coherent, systematic content and knowledge to satisfy the specific aims of the curriculum.

1.10.3 Capability Approach

According to Sen (1999) the capability approach as a general normative framework for the assessment of human development in order to expand people's capabilities and the freedom to promote or achieve 'functionings' which are important to them.

1.10.4 Capability sets

Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do or be. These capability sets include; freedoms and unfreedoms, interpersonal and inter-social variations, personal diversities, systemic contrasts between groups, the relationship between primary goods and wellbeing, spatial inequalities, and particular needs, interests and desires at a particular time (Sen,1992:27-28).

1.10.5 Freedoms

Freedoms relate to peoples' ability to be able to make choices that allow them to help themselves and others. It relates to how far people are free, or able to use resources around them to live the kind of lives they have reason to value. In the context of this study, salient factors that may detract people from achieving their desired objectives from available resources are very important elements to be considered when evaluating the nature and quality of achievements. The concept thus entails that availability of resources should not at any point be used as a reliable indicator of wellbeing. This stems from the fact that the ability to convert available resources into achievement is a process, and can vary among persons, communities, and institutions, and cannot in any way be spontaneous. According to Sen, there can be five types of freedoms inter alia political freedom, economic facilities, social opportunities, transparency guarantees and protective security. Furthermore, Sen (1999) is also of the opinion that freedom can directly enhance people's capabilities. Freedoms are the things that help you to teach the way you want to.

1.10.6 Unfreedoms

Unfreedoms are the things that hinder you to do the things you want in the way you want to. This concept, in the view of Amartya Sen, is often exhibited in the form of extreme poverty. It

thus portrays an inability to use one's reason to decide about one's values and choices, due to surrounding circumstances. In this kind of set up, choices are made not due to likeness, but out of desperations. Unfreedoms also refer to any limitation or hindrance on human capability or ability to perform a desirable activity.

1.10.7 No-fee school

School fees are an agreed amount of money that parents pay to schools, aimed at improving the quality of learner's education (DBE, 2014). However, a no-fee school is a school where parents do not pay school fees for their children's education.

1.10.8 Quintile

Quintile in this study is a framework used by the South African government to categorise schools in terms of the poverty levels of the communities in which they are located. It emanates from an effort by the government since 1994 to allocate resources to schools and areas that "need them the most". Schools are thus classified into quintiles 1 to 5, with quintile 1 being the poorest, while quintile 5 is the least poor. More resources are thus located to the poorest schools, while the least poor schools receive the least resources (Department of Education, 2006).

1.11 Layout of Chapters

This study consists of six chapters and is presented as follows:

Chapter one provides the background and an overview of the study.

Chapter two presents the literature that the researcher used to support the research in order to answer the research questions and exposition of the theoretical framework.

Chapter three is a description of the detailed research methodology that the researcher used in order to answer the research questions. It gives more information on the case and the research site, which provides details of the school and its stakeholders in the study.

Chapter four and five explains the findings and results of the evidence that was collected by the researcher.

Chapter six gives the conclusions and recommendations based on the findings of the researcher.

1.12 Summary

This introductory chapter has provided a background and overview of the research problem that was addressed within this research venture. I have outlined my research aims, objectives and key questions and have highlighted the rationale of this study. Finally, I have provided the theoretical framework that will be the vehicle to drive the study and outlined brief definitions of the key terms that will be used throughout this report. The following chapter reviews the literature that guided this research study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews and discusses literature on the capability sets with specific reference to the freedoms and unfreedoms of teachers relating to the implementation of CAPS in a no-fee school community in the Western Cape. It aims to define the concepts and gives a brief overview of the literature relevant to the topic. The following main concepts are discussed below; no-fee school community, curriculum changes internationally and nationally, impact of curriculum changes on teachers, teacher perceptions and experiences using CAPS, Capability approach and the capability sets i.e. freedoms and unfreedoms of teachers relating to CAPS.

2.2 No-Fee School

No-fee schools are an integral part of Government's strategy to alleviate the effects of poverty and redress the imbalances of past (DoE2006: Section 155:42). The no-fee policy is outlined in the Amended National Norms and Standards for School Funding (2006) which provides underprivileged children access to quality education. The researcher focused the context of the study on a no-fee school community in the Western Cape (See Chapter 3 and 4). School fees are an agreed amount of money that parents pay to schools, aimed at improving the quality of learner's education (DBE, 2014). According to the DBE (2014), a no-fee school will be based on the economic level of the community around the school. Hence, the right not to charge school fees will be limited to the schools that have been declared no-fee schools. The media statement of the Minister of Western Cape Education, Mr. Donald Grant (2013) encapsulates this:

All South African public ordinary schools are categorised into five groups, called quintiles, largely for purposes of the allocation of financial resources. Quintile one is the 'poorest' quintile, while quintile five is the 'least poor'. These poverty rankings are determined nationally according to the poverty of the community around the school, as well as, certain infrastructural factors. Each quintile, nationally, contains 20% of all

learners, but not 20% from each province. Schools in quintile 1, 2 and 3 have been declared no-fee schools, while schools in quintiles 4 and 5 are fee-paying schools.

Below is the national breakdown of the quintiles as provided by the WCED (2013) Specific reference is made to the Western Cape.

Table 1: National Poverty Table for 2014

National Poverty Table for 2014					
	National Quintiles				
	1	2	3	4	5
EC	27.3%	24.7%	19.6%	17.0%	11.4%
FC	20.5%	20.9%	22.4%	20.8%	15.4%
GP	14.1%	14.7%	17.9%	21.9%	31.4
KN	22.1%	23.2%	20.2%	18.7%	15.8%
LP	28.2%	24.6%	24.2%	14.9%	8.0%
MP	23.1%	24.1%	21.5%	17.7%	13.5%
NC	21.5%	19.3%	20.7%	21.4%	17.1%
NW	25.6%	22.3%	20.8%	17.6%	13.7%
WC	8.6%	13.3%	18.4%	28.0%	31.7%
SA	20.0%	20.0%	20.0%	20.0%	20.0%

Source: Reproduce from Media Release by minister of Education, Western Cape Donald Grant (2013)

Table 1 shows that 8.6% of learners in the Western Cape fall into the category of learners in the poorest 20% in South Africa. It also explains why just over 40% of schools in the Western Cape are no-fee schools in quintiles 1, 2 and 3, when the average for South Africa as a whole is 60%. The Western Cape has relatively lower levels of poverty compared to the rest of the country. However, in-migration and the current economic situation, results in many of our communities

feeling increasing economic pressures. A schools quintile ranking is important as it determines the amount of funding that it receives each year and whether or not the school can charge fees.

Learners attending Quintile 1, 2 and 3 schools do not pay school fees. Therefore, in order to compensate these schools for their loss in fee income, the state provides them with a larger Norms and Standards allocation than schools classified as "fee-paying" schools in quintiles 4 and 5. Quintile 1, 2 and 3 schools receive the same amount per learner. According to the Department of Education (2002), these norms and minimum standards deal with the following:

- (a) the public funding of public schools, in terms of section 35 of the Act,
- (b) the exemption of parents who are unable to pay school fees, in terms of section 39(4) of the Act (1) and
- (c) public subsidies to independent schools in terms of section 48 (1) of the Act.

The recommended fee per learner allocation for each quintile is determined by the Department of Education.

As illustrated above, schools differ based on their socio economic status. Hence, the research site is classified as a no fee school with the ranking quintile 1 in the Western Cape. In line with the above, the researcher aims to explore the capabilities of teachers teaching in a quintile 1 labeled school using the same CAPS curriculum document, with the same expectations from corner to corner in a diverse South African milieu.

2.3 Curriculum Change

Magano (2009, p. 2) states, "changes in curriculum policy may lead to the greater changes from the teachers the way they teach learners and the way learners learn in the classroom". This means that teachers have to deal with many changes implementing the new curriculum. Changes in curriculum are not only planted in South African soil but happen throughout the world. Thus, the researcher discusses curriculum change on a global level and narrows it down to a case study on a national level.

2.3.1 International views on curriculum change

Though a lot of attention has been paid to the curriculum changes in the South African context, curriculum changes are taking place all over the world (Rogan and Grayson, 2003, p. 1171). According to Fullan (2001, p. 7), “curriculum change is a compound and dangerous journey as it involves several components, which are hard to control such as changing teachers beliefs systems, teachers’ behaviours, as well as teaching approaches”. This means that putting the curriculum down on paper will simply not be enough because what is on paper has to be adopted in practice for a curriculum to be successfully implemented

Rogan and Aldous (2004, p. 313), stated, ...“planned educational change occurs regularly throughout the world”. This means that South Africa is one of many countries who experienced change in educational curriculum. Bybee and McInerney (1995) found that the United States government focuses its curriculum transformation particularly in science education. The motivation for curriculum change of countries differs and could be measured on the need for economic wealth of the country as a whole or as a means to keep society unequal. Curriculum changes across the globe are concerned with promoting science, mathematics, and modern foreign languages. In the US, changes in science and mathematics were consistent with attempts to beef up the national security against the East. Across the globe, “curriculum change is motivated by an attempt to prioritise curricula that focuses on skills, application, and problem-solving” (Adam, 2009).

2.3.2 Curriculum change in a South African context

Since the dawn of democracy, South African education system has experienced dramatic changes in the curriculum (Prinsloo, 2009, p.152). During the 20 years of democracy, South African education experienced many changes from government policies with regard to the curriculum in particular. The curriculum was changed four times since the 1990s (see figure1). According to Jansen (1997) the first transformation attempt was to purge the apartheid curriculum (school syllabus) of “racially offensive and outdated content” and the second was to introduce continuous assessment into schools. Thus, leading to the Education system to be deconstructed in which the process of reconstructing the Apartheid Education Curriculum then begun to serve the needs of democracy.

Furthermore educational policies have been developed with a view of changing educational practices and equipping learners to take on the role of critical citizens in changing global and national environments. Through this, a new curriculum emerged which we came to know as OBE, which was introduced in 1997 known as Curriculum 2005. The introduction of the first new curriculum after 1994 had severe challenges and implications in the classroom where teachers could not understand that they should adopt the role of a facilitator along with additional roles. OBE and the Curriculum 2005 became a nightmare for many teachers in the classroom because OBE was introduced from a foreign country which political and economic background differed from South Africa. The change in policy and curriculum has influenced the practices in classroom and attitudes of both teachers and learners. OBE is a learner- centered approach which left teachers with the impression that they no longer have to teach but allow learners to do the work on their own. Thus, there were a lot of misconceptions around OBE because it was not clear and explicit to the teacher. Many teachers were used to the habit of transmission teaching and the sudden transformation created tensions both inside and outside the classroom. As a result many teachers resigned and most continued with the old habit of teaching. It was rather difficult to adopt a new curriculum and implementing it without the proper background knowledge. Lastly, the roles of teachers have changed from the transmitter of knowledge to a facilitator of knowledge. Many thought learners must do everything on their own and the workload of the teacher was less. On the contrary, the increase in paperwork and assessment forms created burning out of teachers and many left the profession because they were not clear on what was expected.

Teachers play different roles within the context of teaching and learning and how they see their teaching roles tend to impact on the way they teach. The seven different roles that teacher should see their teaching role in South Africa today are that they are mediators of learning; interpreters and designers of learning programmes and materials; leaders; administrators and managers; scholars, researchers and lifelong learners; community members, citizens and pastors; assessors and learning area or phase specialist. Thus, this is taken into consideration when dealing with the three sets of educational values and three epistemology models. Thus, there are inherent assumptions about teacher's role as facilitators in an outcomes-based approach in relation to knowledge debate.

The three different educational values do confuse the educators of the role they have to play because they are expected to do and play various roles in order to make sure that effective learning takes place. According to Smith (2013) the teachers get role confusion because on the one hand they have been exhorted to see themselves as learner-centered facilitators where they should allow learners to participate in the teaching and learning but the learners are unable to. On the other hand, outcomes-based education instruct teachers to enable learners to achieve economically useful, demonstrable and clearly defined competences and assess these learners progress at the same time which to most teachers are difficult and they end up either uninterested or doing a sloppy job. Yet, some teachers also only experienced a transmission model of schooling where they are only there to pass on content knowledge and thus lead to confusion as to what they are actually doing.

The various inherent assumptions about teachers' role as facilitators are revolve around three epistemological models. The three epistemological models shaping the way teachers see their teaching role are as follows. The first is the progressivist facilitator model which is based on a developmentalist epistemology. This model deals with the notion that children's cognitive faculties develop naturally as a child matures requiring little intervention on the parts of the adults. Thus, the children learn on independently to construct their own meaning and learning is a process throughout their life. The second is an outcome or product model based on the theory that given time and the necessary support, learners will achieve defined levels of competence. They will rise above what is expected of them and throughout their learning process gets supported by their teacher and parent and this mean that education is emancipatory and curriculum as product. In school, as a teacher I tend to allow learners to practice before doing an expected task so that I can guide them and support they and this contribute to them actually doing well in the task when they do demonstrate it to me. The last is a still-influential transmission model of teaching in which the teacher pass on content knowledge and some skills based on simple, mechanistic and more or less passive learning theory. Thus, the teacher do demonstrate to the learners what she means and do not give up all authority within the class but allow learners to actively interpret what they need to do in a responsible manner. Thus, the outcome is still achievable and learners do it to the best of their ability and content is transmitted from the teacher to the learners and vice-versa. The last two models tend to be a technical approach to learning because even though the learners are getting support the knowledge are

transmitted in a technical manner where they need to be passive participants in the teaching and learning process.

Hence, many schools struggled to implement this particular curriculum and were replaced by the National Curriculum Statement (NCS). This was also, later replaced with the RNCS (Revised National Curriculum Statement) in 2002. After more practice and deliberations among educational stakeholders, the current curriculum known as CAPS (Curriculum and Assessment Policy Statement) was introduced and implemented from 2011. CAPS is currently implemented in the Foundation Phase, Intermediate Phase and Grades 10 and 11 nationally. Themane and Mamabolo (2011:8) are of the opinion that,

“CAPS seeks to provide a coherent, systematic content and knowledge to satisfy the specific aims of the curriculum. Curriculum policy and guideline documents, seek to address concerns of transition between grades and phases, assessment, particularly continuous assessment, learning and teaching support materials and textbooks”.

2.4 Impact of curriculum change on teachers

The tensions and contradictions created by the change in policy could be tremendous and might impact greatly on teachers. Firstly, it may affect teacher development, which means that educators will need practical training that is relevant to the environmental context in which they teach as well as the constraints it place on educators' administrative work. Resources might be a challenge, as half of the textbooks provided at schools appears not to provide sufficient guidance to the teachers in terms of the new curriculum. Research by Fullan (1991) and Kirkgoz (2008) confirms the above mentioned as they highlighted factors such as teachers understanding, their background training, and lack of guidance, the influence of textbooks, large class size and insufficient resources that impacted on the implementation of the new curriculum. Some teachers are teaching a subject with insufficient content knowledge or qualification. For example, a teacher who did not specialise in Mathematics is expected to teach the subject. Chances that learners will achieve their true ability in Math's could be skewed due to inexperience of teacher and at the same time teacher could be under performing and have poor results. Hence, in primary school teachers are expected to teach all subjects for classroom-based teaching regardless of your specialised fields.

Secondly, it affected the learners' performance as the culture of reading and writing has deteriorated over time for many different reasons. According to Jansen and Christie (1999), the curriculum policy system was not receptive to the needs of all South African learners regardless of race and ethnic groups. Further, Jansen and Christie (1999) argue that the "curriculum policy was fundamentally problematic, prejudiced, Euro-centric, sexist, demanding and static".

The assessment policy was also a huge challenge. According to Jansen and Taylor (2003), teachers were not provided with guidelines as to how to follow the basic principles leading the assessment. This was a huge challenge as it affected the implementation of the curriculum as the focus shifted to test preparation because of the increase in assessment tasks especially in Languages. While teachers are prescribed in general what to teach, what and how to assess the learners, teachers at the same time are faced with contextual challenges on a daily basis and is overlooked in all areas of education. An example of curriculum pressure can be found in teaching the languages of CAPS where learners must be assessed more than ten times per term for Home Language (HL) and First Additional Language (FAL) in the form of e.g. Task 1 and Task 2, which consists of more than five assessment pieces each. This leads to teachers facing heavy marking and recording loads while struggling to find proper time to teach, and to prepare learners to do assessments on their own. Apart from formal assessment, teachers and learners have to prepare for the Annual National Assessment (ANA) prescribed by the Department of Education (DoE) to test learners' ability to do Mathematics and Home Language.

2.5. Philosophical Foundations of CAPS

The Department of Education (2011, p.7) says, the "Curriculum and Assessment Policy Statements is being used as a starting point for filling in gaps, reducing repetition and clarifying where necessary, for example learning area has been changed into subject, Learning Outcomes and Assessment Standards are no longer there but reworked into general aims of the South African curriculum and specific aims of each subject".

The foreword in the CAPS (DoE, 2011) document by the Minister of *Education MRS ANGIE MOTSHEKGA, MP MINISTER OF BASIC EDUCATION* describes the main reasons behind the CAPS document as follows:

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy, we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996).

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement Grades 10-12 to produce this document.

From 2012 the two National Curriculum Statements, for Grades R-9 and Grades 10-12 respectively, are combined in a single document and will simply be known as the National Curriculum Statement Grades R-12. The National Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The National Curriculum Statement Grades R-12 represents a policy statement for learning and teaching in South African schools and comprises of the following:

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;*
- (b) National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (c) National Protocol for Assessment Grades R-12.*

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified, and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

In South Africa, there has been a renewed focus on producing productive citizens who are critical and active participants in our society, after the birth of Democracy (Van den Berg, 2004). The Department of Education has pledged to develop such citizens through the Revised National

Curriculum Statement Document (DoE, RNCS, 2002) and Curriculum and Assessment Policy Statement (DBE, CAPS, 2011) which highlights the critical outcomes (DoE, RNCS, 2002, p. 11) that foresees learners who, “identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made”.

However, according to the World Economic Forum’s 2008 Competitive Report (Lovemore, 2013), South Africa has been appallingly ranked 140th out of 144 countries in the world for the quality of education despite many efforts of all the educational stakeholders to make improvements. This figure astonished not only teachers, but the whole country. Green (2014) explains that a possible reason is that schools require little thinking by learners; instead, an emphasis is placed on remembering facts that are presented to them. Therefore, Spaul (2014) argues that instead of focusing on examination results, more attention should be refocused on the quality of schooling. This supports the motivation of the study that aims to evaluate the freedoms and unfreedoms of CAPS curriculum to ensure the quality education is achieved by teachers. In doing so the researcher have in mind the literature done on CAPS by *The Catholic Institute of Education*’ (2010), highlighted the overburdening of teachers with administrative tasks that has led to teacher overload. Additionally, Spaul (2014) is of the opinion that results of test and examinations used as the primary indicators of school-system performance are inefficient because several factors are ignored, and thus do not portray the actual picture of performance within the schools.

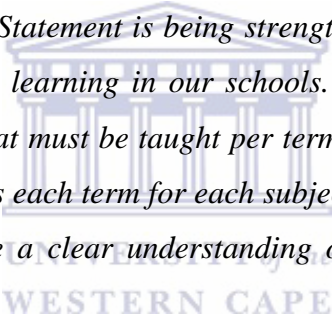
2.6 CAPS Overview

According to *‘The Catholic Institute of Education’* (2010), CAPS represents an amendment to the National Curriculum Statement (NCS) Grades R-12, so that the curriculum is more accessible to teachers. The aim is that every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. There is clear delineation of topics for each subject and a recommendation on the number and type of assessments per term. ‘Outcomes and assessment standards’ were changed to ‘topics and themes’ and ‘learning areas’ became known as ‘subjects’.

The DBE (2010) describes a National Curriculum and Assessment Policy Statement as a single, comprehensive, and concise policy document which has replaced the Subject and learning Area Statements, Learning Programme Guidelines and Subject Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12. The key aim of CAPS according to (DBE 2012) was to provide more specific guidance for teachers and teachers need to know what the level of difficulty is and how best to provide learners for exam.

In addition, the CAPS document (DBE 2012) explains that it is committed to social transformation and to foster critical thinking and also highlights the commitment to progression from grade to grade and to the development of more complex knowledge. According to the Minister of Basic Education, Mrs. Angie Motshekga's statement (DoE: 2010):

“The National Curriculum Statement is being strengthened in order to improve the quality of teaching and learning in our schools. The National Curriculum will focus on the content that must be taught per term and the required number and type of assessment tasks each term for each subject. This will ensure that all teachers and learners have a clear understanding of the topics that must be covered in each subject”.



The Catholic Institute of Education (CIE) (2010) disagrees with the statement of the Minister of Basic Education and highlighted the following key concerning issues relating to CAPS:

- The key aim of CAPS was to provide teachers with specific guidance where teachers have to know what the degree of difficulty is and how best to prepare for exams because it is not provided for in the CAPS documents.
- The guidance across subjects is very varied and the cognitive challenge dimension is only taken note of in some subject documents.
- The organizing principles of the particular curriculum are not spelled out.
- The curriculum documents themselves are all different and there has been no attempt to standardize these documents. In some documents, there are no page numbers, making it difficult to follow its contents.

The Catholic Institute of Education (2010) provided the following background to CAPS. ‘Numerous complaints and comments were received by the Minister of Basic Education in 2009 regarding the implementation of the NCS curriculum’. Some of the main issues raised were:

- overburdening of teachers with administrative tasks that has led to teacher overload;
- different interpretations of the curriculum requirements across the country and in different schools;
- growing levels of learner underperformance in literacy and numeracy.

In July 2009, the Minister of Basic Education appointed a panel of curriculum experts external to the Department to investigate the curriculum implementation challenges. The mandate of this panel included

- the identification of challenges and pressure points in the implementation of the NCS curriculum,
- an investigation into how such challenges could be addressed, and
- the development of a set of practical interventions to respond to the noted challenges.

The Minister of Basic Education invited stakeholder bodies and members of the public to comment on the newly developed Curriculum and Assessment Policy Statements by means of Government Notice (DBE, 2010). After a broad consultation process, the revised CAPS which incorporated the public comments were submitted to the Council of Education Ministers (CEM) on 2 June 2011 for the Minister to declare it as policy.

2.7 Implications for implementation of CAPS on teachers

The current CAPS implementation challenge has been generated by many factors working concurrently. The implementation problems include multiple interpretations of the curriculum and workload, and such interpretations often become a challenge that teachers face in the implementation of any new curriculum (Smit 2001; Chisholm 2003; Pudi 2006, Taole 2013). The interpretation of the curriculum varies across various evaluations of it, yet it is the policies that get implemented within schools and constantly changing over time. One can state that these

views are intertwined because it revolves around what needs to be taught and dealt with in schools, which revolved from the relationship between the intentions and the reality. So, this means that the curriculum should be grounded in practice where teachers can reform it to achieve their aims and goals through teaching and learning the content and implement it in their own individual method.

The Curriculum and Assessment Policy Statement (CAPS) was introduced in 2010, and implemented in 2012 in the Foundation Phase, 2013 in the Intermediate Phase and in 2014 is in the process of being implemented in the Senior Phase. Mdtshane (2007) conducted a study investigating the implementation of Curriculum 2005 in South Africa. The main aim of the Mdtshane study was to ‘examine teachers theoretical understanding of Curriculum and identifying the teaching and learning they used during the implementation of Curriculum 2005’. Mdtshane’s study revealed that teachers did not have a clear knowledge of the theories and principles supporting the curriculum.

Amongst the main factors is the fact that teachers are confronted with a new curriculum, which they had to adapt to, and at the same time did not receive adequate training to equip them with the necessary skills to make the transition easier. Badugela (2012), concluded that “educators were anxious of change, they feared the unknown, they lacked knowledge and understanding and as such they faced enormous challenges in implementing the new curriculum (CAPS)”. Mamosa (2010) further states that this resulted in the implementation of the new curriculum being difficult for teachers and teachers ended up using previous teaching methods.

Furthermore, teachers were not involved in the design, implementation and evaluation of the new curriculum, which contributed to dissatisfaction. This statement was confirmed by the study of Mamosa (2010) that revealed, teachers were not adequately trained on how to implement the new curriculum and not many teachers were involved in the design of the new curriculum. Hence, Lumpe, Haney and Mzrniak (1998) were of the opinion that those policy makers have a tendency to ignore teacher beliefs whereas teacher beliefs are critical because it determined what is taking place in the classroom. Nunalall (2012) argues that while teachers are mostly regarded as recipients of educational changes, researchers argue that they play an integral part in the implementation of the curriculum. This point is of absolute importance because the reality in

classes, do not always display what is expected in the policy document. Therefore, Taole (2013) emphasized that it is important to note that the role of the teachers in curriculum implementation need not to be overemphasized. Teachers roles stretched far more than just the implementation of a curriculum and are often overseen by policymakers and departmental officials as the realities in classrooms is influenced by the context of the school the teacher find him or herself in. Thus, the capabilities of teaching and learning in class is often hindered by the unfreedoms teachers experienced due to contextual factors inside and outside the school.

Therefore, the study uses the Capability Approach of Amartya Sen as a framework, to make sense of the data gathered and will be discussed next.

2.8 Capability Approach (CA) as Theoretical framework

The origins of the CA can be found in the works of Adam Smith, Karl Marx, and Aristotle, and most importantly the Rawlsian theory of Justice as Fairness (Sen, 1976, 1989 & 1992; Nussbaum & Sen, 1993). As mentioned in chapter 1, Sen (1999) describes the capability approach as “a general normative framework for the assessment of human development in order to expand people’s capabilities and the freedom to promote or achieve ‘functionings’ which are important to them”. The key idea of the capability approach is that

“Social arrangements should aim to expand people’s capabilities – their freedom to promote or achieve ‘functionings’ which are important to them. ‘Functionings’ are defined as the valuable activities and states that make up people’s well-being, such as having a healthy body, being safe, or having a good job. They are related to goods and income, but they describe what a person is able to do or be as a result – for example, when a person’s need for food (a commodity) is met, they enjoy the functioning of being well-nourished. Capabilities are ‘the alternative combination of functionings that are feasible for [a person] to achieve’; they are ‘the substantive freedom’ a person has ‘to lead the kind of life he or she has reason to value” (Sen, 1999:87).

The context of the study was carefully selected to allow the researcher to assess the relevance of Sen’s view on social arrangements as explained above. The well being of teachers while executing their prescribed job as outline in CAPS in a poor community with many limiting factors affording unfreedoms to teachers. Many researchers had different views on the capability

approach and Robeyns (2003:8) explains her view on the Capability Approach as; it operates on three levels:

- As a framework of thought for the evaluation of individual advantage and social arrangement;
- As a critique of other Approaches to the evaluation of well-being and justice and
- As a formula or algorithm to make interpersonal comparisons of welfare or well-being.

Robeyns (2003:5) further describes the Capability Approach in terms of a normative framework for the evaluation of individual well-being and social arrangements, as well as for the design of policies and proposals to effect social change. This framework was used to evaluate the nature of the capabilities sets of teachers relating to CAPS with specific reference to the freedoms and unfreedoms of teachers in terms of teaching and assessment. Also to evaluate if teachers can achieve educational functionings such as ability to teach and consolidate CAPS.

2.8.1 CA and Education

According to Unterhalter, Vaughan and Walker (2007), the capability approach in education is very much a developing area in theory and practice as a number of education researchers only turned to the approach in the last few years. The capability approach shows that education has a positive effect on human well being. Education researchers have considered the work of both Sen and Nussbaums as important as both concentrate on the concept of capability, as explained by Unterhalter, Vaughan and Walker (2007). The work of Sen has been used in general discussions in policy and critiques of theories regarding education and the economy while Nussbaums's work has been considered because of her concern with the content and process of education (Unterhalter, Vaughan and Walker 2007). Further, Nussbaum (2003:67) highlights a focus of what people can do and be, in the field of education, rather than on their mental states or the assets they have at their disposal, would involve focusing on the capabilities of individuals.

Education is a sensitive issue in South African context because of the inequality on all educational grounds. Many people died in the struggle that fought for educational freedom and equal education for all. Bakhshi, Hoffman & Van Ravens (2004 :1) is of the opinion that education for all can only be achieved if 'education provided is improved in ways that ensure that the learning needs of all people are met through equitable access to appropriate learning and

that everyone is given the means to acquire recognized and measurable learning outcomes'. Bakhsi et al. (2004:1), claims that education is a facility or arrangement that enables freedom as well as constituting hard sets of outcomes. The curriculum therefore plays an integral part of achieving education for all, as teachers should follow the prescribed curriculum to achieve the educational goals. Hence, the CA suggests that under-achievement could be circumstantial, involving a number of different contextual factors. Therefore, if an assessment of two institutions with equal resources is done and which ignores the particular barriers or constraints operating on learners' abilities to achieve, the probability exists of arriving at ambiguous or biased judgements (Sen, 1992). This study therefore aims to explore the nature of capability of teachers when implementing the CAPS curriculum.

Public schools consist of learners with different learning abilities. Many learners struggle in school due to learning barriers. According to Sen (1992), "equality is judged by comparing some particular aspect of a person such as income (or wealth, or happiness, or liberty, opportunities, or rights, or need- fulfillments) with the same aspects of another person". If the latter is true, the history of South Africa proves that education was unequal because there were different curricula for different races and it also related to aspects such as funding, rights and job opportunities.

Sen's view that "people and communities differ in numbers of ways, and as such, inequalities peculiar to them, may positively or negatively influence individual situations" (Sen, 1992). Sen (1992) further argues that diversity enable people/ institutions to progress differently even in circumstances where they have the same amounts of primary goods. Therefore, the accumulation of resources is not the ultimate determinant of a person /institution's ability to achieve certain functionings (Sen, 1985 and 1999). "The ability to convert existing resources into achievable goals is determined by capabilities possessed by the person/institution concerned, and is influenced by both internal and external factors" (Sen, 1985). Hence, teachers have to follow a prescribed curriculum and have to cover all topics as set out in the policy document and achieve a prescribed educational goal an objective regardless of the ability and capability of the learners. Inclusive education strive that all learners can attend mainstream schools regardless of their impairments. For example, a learner who struggle with reading and writing takes longer to understand the work and also to complete the work at the same time as the learners who can read

and write. Time is limited as teachers follow a timetable every day to cover all subjects. (see chapter 4)

It is still expected of teachers to produce high pass rates regardless of the learners who struggle and work at a slower pace. The CAPS curriculum requires different topics and content to be covered and the time is not always practical due to the amount of required assessment pieces that must also be covered. Can learners be exempted from the work or should learners be treated as an entity that makes up totals in class? The question is - can teachers cover all the prescribed content in the prescribed time allocation with learners who learn at a very slow pace or with learners who have extreme learning barriers in a mainstream school? Should teachers leave the content that she/he could not cover, or should teachers move on without considering learners with barriers. Thus, the capability to achieve the educational functioning is in question due to prescribed policy.

2.8.2 Freedoms and Unfreedoms

Freedoms in terms of the CA are those opportunities or choices that a person/institution has that influence his/her ability to achieve certain objectives.

Sen highlighted five types of **freedoms** inter alia political freedom, economic facilities, social opportunities, transparency guarantees and protective security. Flores-Crespo (2007:49) describes the characteristics of these individual freedoms as follow:

- “Political freedoms refer to the opportunities that people have to determine who should govern and based on what principles, and include the possibility of scrutinizing and criticizing authorities, having freedom of political expression, and enjoying the freedom to choose between political parties. This cluster of freedoms includes the political entitlements associated with democracies in the broad sense;
- Freedom to access economic facilities refers to the opportunities that individuals enjoy in utilizing economic resources for the purpose of consumption, production or exchange. The economic entitlements that a person has will depend on the resources owned or available for his or her use as well as on conditions of exchange such as relative policies and market functions. Insofar as economic development and growth increase a country’s

income and wealth, these factors are reflected in a corresponding enhancement of the population's economic entitlements. In the relationship between national income and wealth there are the economic entitlements of individuals, and distribution considerations which are important;

- Social opportunities refer to the arrangements that society makes for education and healthcare which influence the individual's substantive freedom to live better. These facilities are important not only in terms of individual's behavior in their private lives, but also for their effective participation in economic and political activities;
- Transparency guarantees openness for deals or transactions, these ensure freedom of individuals to deal with one another under guarantees of disclosure, and lucidity;
- Protective security provides a social safety net against an affected population being reduced to abject misery. The domain of protective security includes fixed institutional arrangements such as unemployment benefits and statutory income supplements.”

Furthermore, Sen (1999) is also of the opinion that freedom can directly enhance people's capabilities. This section will emphasize on the third type of freedom that is social opportunities. Social opportunity refers to the arrangement society makes for education and health care which influence the individual's substantive freedom to live better. The freedoms of teachers when implementing CAPS will be the focus area in this section. Hence, in the educational context Sen refers to freedoms as the things that help you to teach the way you want to teach to achieve your educational goals and objectives.

On the other hand, unfreedoms are those circumstances that hinder such abilities and efforts to achieve, and may vary from person to person, as well as between spaces (see Chapter 4). In the context of the study unfreedoms are those things that hinder teachers to teach the way you want to teach.

Existing unfreedoms hinder a person's/institution's capacity or ability to achieve, and as such, certain choices are made by the individual/institution not because they are limited by available

resources and/or capabilities, but because of the circumstances in which they find themselves (Sen, 1992).

2.8.3 Capability Sets

Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do or be. These capability sets include; “freedoms and unfreedoms, interpersonal and inter-social variations, personal diversities, systemic contrasts between groups, the relationship between primary goods and wellbeing, spatial inequalities, and particular needs, interests and desires at a particular time”(Sen,1992:27-28).

The following capability sets by Sen (1992) will be evaluated and used as a guideline to help the researcher answer the research questions.

- ***“Interpersonal & Inter-social variations-*** The personal and social characteristics of different persons, which differ greatly, can lead to substantial interpersonal variations in the conversion of resources and primary goods into achievements.
- ***Personal diversities-*** Human beings are diverse and we differ not only in external characteristics but also personal characteristics. We are deeply diverse in our internal characteristics (such as age, gender, general abilities, particular talents, proneness to illness, and so on) as well as external circumstances (such as ownership of assets, social backgrounds, environmental predicaments, and so on).
- ***Particular needs, interests & desires at particular time-*** The difference in focus are particularly important because of extensive human diversity. Two people can have the same primary resources but their needs and desires may differ at a particular time. For example a disabled person cannot function in the way an able-bodied person can, even if both have exactly the same income.
- ***Relationship between primary goods & well-being / freedoms-*** The relationship between primary goods (including income) on the one hand and well being on the other hand may vary because of personal diversities in the possibility of converting primary goods (including income) into achievements of well-being. For example, a pregnant woman may have to overcome disadvantages in living comfortably and well that a man at the same age need not have, even when both have exactly the same income and other primary goods.

- **Individual variations (abilities, predispositions, physical differences etc.)-** Two people holding the same bundle of primary goods can have different freedoms to pursue their respective conceptions of the good. For example a disabled person cannot function in the way an able-bodied person can, even if both have exactly the same income.
- **Systematic group contrasts (men vs women, white vs black, rich vs poor etc.)-** There are also systematic contrasts between groups, for example between women and men in specific respects such as pregnancy and neonatal care of infants. With the same bundle of primary goods, a pregnant woman or one with infants to look after has much less freedom to pursue her goals than a man not thus encumbered would be able to do.
- **Spatial inequalities (different spaces, eg. neighborhoods, schools, cities, rural etc.)-** Some spaces are traditionally associated with claims of 'equality' in political or social or economic philosophy. We live in different natural environments- some more hostile than others. The societies and the communities to which we belong offer very different opportunities as to what we can or cannot do.
- **Individually Valued Objectives and Group Valued Objectives-** The relationship between primary goods and the freedom to pursue one's objectives – well being as well as other objectives may also vary. We do not only differ on our inherited wealth but our personal characteristics. Aside from individual variations there is also contrast between groups".

2.8.4 Justifications of the CA on study

Sen's (1992) theories can be applied to South African schools the core of the CA is to evaluate a person in terms of his actual ability to achieve what he or she values and has reason to value. The experiences of teachers inside the classroom is often overlooked by policymakers and departmental official and consequently hinder teachers ability to achieve educational functioning whom he or she values. The wounds of apartheid are deeply rooted in poor communities and are often deeper than what they eye can see. Hence, a combination of factors imposes unfreedoms to teachers, teaching in class in a poverty-stricken community.

The capability approach could be linked to this study because this approach focuses mainly on functionings and capability. Sen describes 'a functioning as an achievement whereas a capability is the ability to achieve'. Functionings are, in a sense, more directly related to living conditions. Capabilities, in contrast, are notions of freedom in the positive sense: what real opportunities you have regarding the life you may lead (Sen, 1987, p.36).

The researcher found the CA as the theoretical framework relevant to the study based on the following:

- Sen (1992) describes education as a basic capability, part of centrally important being and doings that bear crucial to well-being.
- The capability approach evaluates policies according to the impact on people's capabilities
- According to Robeyns (2006) the capability approach has become an increase prominent in academia and policy making in the last decade.

Capability sets are those variables embedded within the CA used in this study to explore and explain the nature of teacher capabilities and experiences in primary schools in high poverty level areas. The CA has been widely criticised by researchers for its lack of a standard set of capability sets and functionings (Nussbaum, 2000 & 2003). Many scholars and policy makers believe that such a gap hinders the usability and validity of the approach, in terms of its method of interpretation and implementation (Robeyns, 2005 & 2008). Sen (1989 & 1999) acknowledges the existence of such gaps and shortcomings, but argues for the value of the flexibility the CA provides researchers in choosing their own capability sets based on the individual spaces, goals and circumstances of a particular subject of study. According to Sen (1993), 'a researcher having the free will to choose capabilities based on individual specificities can lead to more flexible and comprehensive interpretations and outcomes for research based individuals or individual institutions than can quantitative research, particularly in the Social Sciences'. Sen (1989:45) emphasised the value of this kind of flexibility in research: "In social investigation and measurement, it is undoubtedly more important to be vaguely right than to be precisely wrong"(see chapter 5).

2.9 Critiques of CA

Various researchers have made a critical appraisal of the Capability Approach. According to Robeyns, (2006) it seems that that capability approach has captured the imagination of a growing number of researchers, policymakers and other public actors.

The same author however, criticizes the theory for being, an ethically (or normatively) individualistic theory. This means that each person will be taken into account in the public's normative judgments. Ethical individualism implies that the units of normative judgment are individuals, and not households or communities. It is a characteristic of ethically individualistic theories such as the Capability Approach to focus on each person as the unit of normative evaluations.

Gaspar (2002:447) criticizes Sen for failing to modify the terminology used in the approach. Additionally, Carpenter, (2009:6-9) is of the opinion that the approach “is not as interventionist and egalitarian as it appears and fails to sufficiently acknowledge the extent of group capabilities”. Robeyns (2003) Rawls (1999) described the capability approach as an ‘unworkable idea’.

Furthermore, some researchers question the practical significance of the capability approach to policy making and empirical assessment. For example,

given the rich array of functionings of Sen makes to be relevant, given the extent of disagreement among reasonable people about the nature of the good life, and given the unresolved problem of how to value sets, it is natural to ask how far Sen's framework is operational. Is it a realistic alternative to the methods on which economist typically rely- measurement of real income, and the kind of practical cost- benefit analysis which is grounded in Marshallian consumer theory? (Sugden, 1993, p 1953)

Despite existing critiques of the CA as a theoretical framework for research, it is seen by many scholars as a work in progress that has the potential to afford scholars and researchers an opportunity to develop a variety of applications, based on their particular contexts, approaches and interests (Akire, 2008).

2.10. Conclusion

This chapter was about making an in-depth discussion of the literature relevant to this research study, comparing various view points of scholars. The focal point of the discussion was the curriculum changes in South Africa impating on the freedoms and unfreedoms of teachers with the implementation of the CAPS curriculum. From the findings in literature, it is clear that there

are gaps between what is stipulated in the curriculum statement and the interpretation and application of teachers in the classroom.

The theoretical framework was explained and the CA of Amartya Sen was the lens used to locate and interpret the study. In the view of Sen, (1992), the core of the CA is to evaluate a person in terms of his/her actual ability to achieve what he or she values and has reason to value. Thus, the teacher's work was evaluated in this study and the ability to achieve functionings and the challenges brought by the implementation of the CAPS in a no-fee school.

The next chapter elaborates on the research methodology, the participants and ethical considerations employed to collect and analyse the data.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology that was used to gather findings which were used to answer the research questions. This is a qualitative study and uses a no fee school in the Western Cape to investigate factors inside and outside the school that influence the implementation of CAPS. The researcher aims to analyse the factors inside and outside the school that influence the implementation CAPS, and evaluate the nature of capability sets of teachers using CAPS to present a case study.

This chapter gives a detailed account of the methodology, research design, methods of data collection, data analysis and findings and the ethical considerations in the section below which were guided by the aims and objectives of the study.

The methodology used for this research is described and the rationale for its use has been outlined and explained. The steps in the research process are also explained as well as the choice of the context of the research site as a no fee school. The selection of participants in the foundation phase and intersen phase is discussed, the data collection methods and the analysis of the data is explained too. The researcher followed ethical procedures throughout the research so as to protect the rights of participants and for the purposes of validity and reliability.

The researcher regards the methodology used to be appropriate, as the purpose was to explore the realities teachers experience on a day-to-day manner in teaching and assessment, which will be evaluated against the nature of the capability sets highlighted by Sen (1992).

3.2 Research Paradigm

A qualitative research paradigm has been chosen for this study based on the aims of the study, and its advantages to qualitative researchers. This study is also interpretive. According to Neuman (1997:68), “the interpretive approach is the systematic analysis of socially meaningful

action through the direct detailed observation of people in natural settings in order to arrive at understanding and interpretations of how people create and maintain their social worlds. To achieve this, the researcher chooses classroom observations and focus group interviews to explore the experiences, reflections and actions of teachers when implementing CAPS.

3.2.1 Qualitative Methodological Paradigm

For this study, the researcher adopted a qualitative research approach, as it is most suitable to respond to the research aims. The approach is exploratory and the aim is to explore the nature of the capability sets of teachers using CAPS in a no fee school in the Western Cape. Hence, Ary, Jacobs and Sorensen (2006, p.29) explains that qualitative research “seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables”. (Griffin, 2013), adds that qualitative data is typically concerned with meaning, more directly how people make sense of the world and how participants experience events through their perspective. Hence, high value is added to participant’s reflection of what they do and how they go about doing it, when engaging in qualitative research endeavors. Therefore, the researcher chose this approach because the participants in the study provided personal experiences, reflections and opinions regarding CAPS which is valuable to the research to address and report on what is really happening at school in the classroom on a daily bases.

According to Anderson and Arsenault in (Bell (1999) researchers who adopted a qualitative approach focus more on insight rather than statistical analysis and are more concerned to understand an individual’s perceptions of the world. By the selection of the qualitative research approach, the researcher hoped that the participants’ feedback will provide important points for analysis, in terms of how teachers

- a) understand the CAPS document;
- b) teach and assess by following CAPS;
- c) what factors inside and outside school influence implementation of CAPS; and
- d) what freedoms are afforded to teachers to adjust CAPS to suit the context of the school and learners to ensure the full potential of learners are reached and educational objectives of teachers are met.

Lastly, the researcher's aim is also to investigate the unfreedoms of teachers with respect to CAPS in the foundation phase and intersen phase of a no fee primary school.

The qualitative approach allowed me to understand the participants' views regarding their experiences in the classroom when executing their job through lesson planning and preparation, actual teaching and assessment. The qualitative aspect of the study assisted the researcher to capture and record the views that teachers held about their capabilities to teach and assess in classroom using CAPS in their context of a no fee school. It also attempted to understand responses of teachers during focus group interviews and classroom observations.

Qualitative methods were used in this study. Since qualitative research seeks answers in the real world, and deals with current issues, it relies more on what is seen, heard and read (Rossman & Rallis: 2003; Hatch, 2002) than what is measured statistically, an apt rationale for introducing interviews and observations into this research. It is important at this point to explain that the kinds of questions asked to acquire the kind of information sought in qualitative research are often influenced by the theoretical model being used, making the research process an inductive rather than a deductive process that is based on pre-empted hypotheses (Merriam, 2002:5). According to Creswell (1998):

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. (Creswell, 1998:15).

The qualitative research method gives the researcher an opportunity to extract meaning through interacting with participants and tapping their wealth of experience as actors in the real world (Merriam, 2002). In support of this, the researcher conducted focus group interviews with foundation phase and intermediate and senior phase (intersen phase) teachers to address the aims of the study. These can be summarized as exploring the freedoms, and unfreedoms of teachers with respect to the implementation of CAPS and link it to the capability sets as outlined by Sen (1992). I have done lesson observations in each phase in different subjects in order to gain insights into teacher experiences in a natural classroom setting when applying CAPS.

3.2.2 Advantages of qualitative research method

Hancock (1998) highlights the strength of the qualitative approach in that it offers the researcher opportunities to gain understanding in a holistic and descriptive manner.

Furthermore, Key (1997) lists a few advantages of qualitative research and the above mentioned methodology is relevant to this study to explore the researcher's aims of the study. The author argues that qualitative research produces more in-depth and comprehensive information, because it is exploratory, inductive and uses subjective information and participant observation to describe the context or natural setting of the variables under consideration. It seeks to gain a wide and thorough understanding of the entire situation. It is for this reason that a holistic description of events, procedures and philosophies occurring in a natural setting is needed. This opposes quantitative methods in which selected, predefined variables are studied. Corroboration and triangulation are also used in qualitative research to help increase researchers' understanding of the probability that findings will be seen as credible or worthy of consideration by others (Stainback & Stainback, 1988), as cited by (Key, 1997). The strength of qualitative research lies also in its ability to fill gaps that have not been properly addressed by other methods or studies described in the existing literature (Merriam, 2002).

However, some disadvantages of qualitative research can be noted. Griffin (2013) states that even though qualitative research offers opportunities to examine social processes at work, in an in-depth manner, the collection and particularly the analysis of qualitative data can be extremely time consuming and this is seen as a limitation of employing this approach. It has also been accused of being subjective in its approach, thereby producing findings that are not trustworthy because they are not objective (Key, 1997).

3.3 Research design: Case Study

The researcher selected a case study research design within the qualitative research approach. Ary, Jacobs and Sorensen (2006, p.41) define a case study as concentrating, "...on a single unit to produce in-depth description that is rich and holistic." Thus, a case study is used to describe a single unit such as a person, an organisation or an institution (Hancock, 1998). This design assisted in, collecting data that provided a greater understanding of the relationship between

participants and the setting in which they are interacting (Babbie and Mouton, 2002). Case studies are constructed to richly describe, explain, or assess and evaluate a phenomenon. The advantage of concentrating on one particular case is that the researcher obtains rich data or very detailed information. Essential to a case study design, is the selection of several data sources which increase the level of depth and over all comprehension of the participants, the context and the case (Ary, Jacobs, Sorensen, 2006). A combination of appropriate data collection devices (Creswell, 1994: p. 12) was used. The multiple data sources that has been employed will be discuss under the data collection instruments section.

The advantages of a case study for research as described by Merriam (1998) is “A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved” (Merriam, 1998:19). Using a case study approach narrows down a very wide field of research to a reduced number of researchable cases. According to Yin (1994), this design enables the researcher to compare and contrast participant actions in a specific context. It is through a case study that a researcher gets to fully understand the complexity of the phenomenon being studied. O’Leary (2004.117) argues that cases are usually handpicked on a rational and theoretical basis. The researcher chose the case study because a single phenomenon (CAPS) and one school (primary school) in the Western Cape will be studied.

One limitation that Hancock (1998) highlighted in a case study design is that the generalisability of data is lessened by the fact that the focus has been only on a specific case. However, when the research aims seek insight into a specific unit,(i.e. specifically a no fee primary school in the Western Cape) the generalisability should not be questionable if the research succeeds in describing the case in particular detail (Hancock, 1998). Thus, it is the reader that needs to decide whether the case described is similar to their situation or not, hence; whether findings is applicable (generalisable) or not (Hancock, 1998).

The selected case in this research is an institution. This institution is a no fee primary school in the Western Cape, South Africa. The researcher selected eight participants, four in foundation phase and four in the intersen phase to form part of the study and represent their school as an institution (single unit). These participants took part in the data collection process, where the main aim in each data set was to explore the freedoms and unfreedoms of teachers relating to CAPS in a no fee school context with specific reference to teaching and assessment. In addition,

to investigate personal experiences of teachers inside the classroom using the CAPS for teaching and assessment and link the findings to the capability sets as outlined in the work of Sen (1992).

The participants' data of this study was directly comparable to each other, as all participants have been exposed to the same data collection process. The comparisons and anomalies have been presented in the findings chapter and discussed in discussion chapter of this thesis. Hence, it aims to contribute to the existing research whereby the school can use the findings of the research to make amendments at the school if necessary.

3.5 Research Setting and Context of Study

This section provides a broader outline and in depth information of the research site with specific reference to the context of the school as well as the principal, teachers and learners.

The selected school is situated in a socio-economically disadvantaged area in Mitchells Plain in the Western Cape. The school opened its doors in 1985 and recently celebrated 30 years of its existence. This is a no-fee school and is categorized as a Quintile 1 school that receives a full subsidy from the WCED. The area the school is located in is known for high crime rates relating to gang violence, substance abuse and high levels of poverty. In spite of the challenges in the community, the school boasts two teachers who delivered 30 years of unbroken service at the school and a number of learners who achieved beyond their expectations with careers such as medical doctors, springbok rugby players and many more. The school leadership appears to be steady for the 30 years with principals leading the school for no less than 5 years regardless of the challenges faced in the community. The school only had four principals and the current principal has been at the school for six years already. Under the leadership of the current principal, the infrastructure of the school has been upgraded and a new school hall was built after 29 years of the school's existence. The school started with less than 700 learners and the number of learners and staff increased dramatically from ±800 to over 1200 in the last six years (see table below). The school also has an active computer room and library for the learners from Grade 1 to 7 to help improve the school's academic results.

The table below will provide detailed information on the above mentioned stakeholders of the research site.

Table 2: Information of School, Teachers and Learners

Type of school	Primary school
Language of Teaching and Learning	English and Afrikaans
Other languages spoken by stakeholders (learners)	IsiXhosa
Staff Components	<p>Number of Teaching staff =</p> <p>Principal – 1</p> <p>Deputies and Heads of Department – 6</p> <p>Teachers - 38</p> <p>Support Teachers –1</p> <p>Number of Non-teaching staff =14</p> <p>Support Staff -11</p> <p>Administrative staff – 3</p>
Number of learners	1278

The school has a very low level of parental involvement due to the social challenges that dominate in the area. A number of reasons and factors contributes and influences the lack of involvement. One of the reasons are that many of the school’s learners are raised in single parent homes or by the grandparents or guardians with very little or no involvement of the learner’s maternal parents. It is difficult for the grandparents to attend parent meetings or functions at school due to their circumstances. Another reason is also the fact that the parents of some of the learners are very young and do not show interest in their child/children’s academic development. The high levels of gang violence and crime, also contributes to the lack of involvement as the school is situated in a high-risk area.

As mentioned before, the school is situated in a poverty-stricken area. Based on the school’s surroundings and community, and the fact that a large number of learners were recipients of the South African Social Security Agency (SASSA) grant, the school was declared a no-fee school (see Chapter Two). Many of the parents are part of the working class while others are unemployed and some receive government grants. Some parents have to work long hours and overtime just to make ends meet and support their families. The low levels of schooling and

education of the parents also contribute to the lack of interest because some find it difficult to support their children while others do not want to attempt to help their child/children (see Chapter 4). The language of parents and learners are also a concerning factor because many parents believe their children must be in a English class regardless of the fact that they are Afrikaans mother tongue speakers. (see Chapter Five) This contributes to the low level of academic performance of the school. Parents are unable to communicate to teachers and their children in the required language and are unable to assist their children at home with their academic work. Some parents are using illegal substances and learners are exposed to abuse and endangerment on a daily bases (see Chapters 4 and 5).

The selected school aims to develop all learners holistically. Hence, the school has an extra and co-curricular program for the intersen Phase i.e. Grades 4-7 every Wednesday to develop learners in other areas other than academics. This includes a variety of sport codes, religious and cultural groups, arts and crafts and the school newspaper. Learners are divided in a house system with the names of the four local popular soccer teams of South Africa, i.e. Ajax Cape Town, Santos, Pirates and Kaizer Chiefs and compete internally according to a point system. All the teachers are required to take part in this venture to monitor and ensure the smooth running of the program.

The school recognizes the talents of learners and acknowledges the need to develop learners and give them a variety of options for their future. Hence, interschool competitions are motivated and highly recommended as it is a platform to expose learners to competition outside the school and link them to provincial and national opportunities. Cricket at the school, is one example, and became very popular since the involvement in the JP21 Project, which develops young cricketers in the Mitchells Plain area. This project is an initiative from the Protea Cricketer, JP Duminy who aims to give back to the same disadvantaged community he came from. The project was launched in January 2015 and the school's under 11 team became the first ever champions of the project when they won the trophy twice as well as the sixes tournament championship. Furthermore, through this project two of the school's top cricketers received full bursaries, and will attend the same high school that JP Duminy attended. The school boasts with many other extra -curricular achievements and claims that the internal program plays an integral part to the success in general.

The selected school's literacy and numeracy (LitNum) results appear to be very poor. This is based on the results for the provincial systemic test prescribed by the WCED. The learners are required to write this test at the end of each phase, i.e. Grade 3 and 6 and the school's performance is based on the test results tabled below.

Table 3: Systematic Result for Grade 3 and 6 Language for years 2010 to 2015

Grade 3 Language

2010	2011	2012	2013	2014	2015
77.9%	30.7%	45.2%	49.5%	75%	Not available

Grade 6 Language

2010	2011	2012	2013	2014	2015
27.9%	24.8%	44.4%	22.1%	26%	Not available

Table 4: Systematic Result for Grade 3 and 6 Mathematics for years 2010 to 2015

Grade 3 Mathematics

2010	2011	2012	2013	2014	2015
62%	50.5%	53.2%	78.8%	79%	Not available

Grade 6 Mathematics

2010	2011	2012	2013	2014	2015
18.8%	8.6%	12.2%	11%	19%	Not available

The systemic results presented above are based on the years 2010 to 2015. At the time of the research the results for 2015 was not yet available. According to the above results, the Grade 3 learners score relatively high percentage in the number of learners who passed the test while the Grade 6 learners score very low in the number of learners who passed. In addition, the overall academic performance of the school is weak as the learners struggle for a number of reasons.

Some of the reasons gathered through informal discussions with teachers mentioned that many learners struggle with reading and this is the core reason for the poor academic performance. In addition, the learners' socio economic circumstances along with the large number of learners in class influence their academic performance. Hence, teachers struggle to give learners individual attention as well as extra support due to the demand and increase of administrative work and multiple tests that are required of the learners to be written.

3.6 Description of Participants

The researcher selected teachers in both Foundation Phase and Intersen Phase at the primary school in the Western Cape. The selection included four teachers in the Foundation Phase and four teachers in the Intersen Phase, which were based on their years of teaching experience. Tables 5 and 6 below presents the biographical information of participants in the foundation phase and intersen phase. Participants were carefully selected and categorized based on the following criteria; gender, years of experience, grade and rank. Each participant has a code link to their phase for ethical reasons.

Table 5: Biographical information for Foundation Phase

Participant	Grade	Years Of Experience	Rank	Gender
FP1	1	40	P1	Female
FP2	2	8	P1	Female
FP3	3	23	P2	Female
FP4	3	46	P1	Female

Table 5 illustrates that the participants in the Foundation Phase are all female with many years of teaching experience. It further shows the grade each participant is teaching as well as the rank e.g. P1 refers to post level one teachers , and P2 refers to Post level two teacher which is head of department in the phase.

Table 6: Biographical Information for Intersen Phase

Participant	Grade	Years Of Experience	Rank	Gender
IP1	7	25+	P1	Female
IP2	7	12	P1	Male
IP3	4	3+	P1	Female
IP4	6	7	P1	Male

Table 6 illustrates that the participants in the Intersen Phase are two females and two males with teaching experience that varies between less than five to more than twenty years .It further shows the grade each participant is teaching which reflects two teachers in the intermediate phase and two in the senior phase as well as the rank e.g.P1 refers to Post level one teacher.



3.7 Methods of Data Collection

This research made use of classroom observations, focus group interviews, and document analysis and field notes as tools to gather data. Using these methods enabled the researcher to triangulate data. Data triangulation involving a number of teachers from the school, and methodological triangulation, drawing on multiple methods for collecting of data was to avoid the weakness or intrinsic biases and problems associated with single method studies. To determine the capability sets of teachers at the school, three instruments were developed by the researcher. The amount of instruments in the study involved a classroom observation schedule, focus group interviews and document analysis, which includes lesson planning, and assessment pieces of teachers in foundation phase and intersen phase.

3.7.1 Classroom Observations

The researcher scheduled classroom observations beforehand with the selected teachers in both the foundation phase and intersen phase. Hancock (1998) is of the opinion that observing the participant is more reliable than doing interviews because in interviews one cannot always guarantee that the participants actually do as they say in terms of their behavior. Thus, an

advantage of this technique as described by Kawulich (2005) is that it offers opportunities for rich detailed descriptions of participants in action within their [research] environment.

Observation is very important in research as the researcher takes notes of the behaviour and activities of the researched. It refers to methods of data generation which involves the researcher immersing him/herself in a research setting, and observing the different dimensions of that setting (Creswell, 2003:186). I had firsthand experience of teachers' behavior and implementation of CAPS with respect to teaching and assessment in the classroom. My experience in the classroom confirms what Hancock (1998) claims that observation can also serve as a technique for verifying and nullifying information provided in face-to-face encounter.

The researcher chose classroom observation to enhance the interviews and the interactional data. Eight classes were observed; four teachers in the foundation phase and four teachers in the intersen were chosen as the focus of the study. These classes were observed twice per teacher, once during a lesson and once during assessment. The reason for this was that the researcher wanted to observe the freedoms of teachers when implementing CAPS through a lesson in the classroom, and during assessment. Additionally the researcher wanted to observe the factors that might influence the lesson and the capabilities of teachers to execute the lesson with the freedom to achieve their educational objectives. I observed two teachers per day, one in the Foundation Phase and one in the Intersen Phase. My observation took the form of two of the four teachers in the foundation phase were selected to be observed in the morning before interval and two were selected to be observed after interval but on different days. The same form applied for the intersen phase, where two teachers were selected to be observed in the morning before interval, and two after interval on different days. The time allocation per teacher for observation was one hour per teacher in the foundation because the teachers remain in class with their learners until the end of the day, and two periods in the intersen phase because the teachers in grade six and seven rotates to their subject allocated classes.

Each of the four participants in the foundation phase and intersen phase was requested to present a lesson in a different subject which they teach at the school, as presented and outlined in the curriculum. During the observation, the researcher observed the lesson and focused on the participant, participation of learners, the classroom environment and atmosphere during lesson and assessment. An observation schedule was used to record the lesson, where the researcher

could record the frequency of and manner in which certain events happened during the lesson. The categories on the schedule were linked to the theoretical framework by which this study is guided.

Although observation has the above important advantages which makes it suitable for this research, it is also limited in that sometimes the results do not reflect the actual behavior of the teachers. The closeness and presence of the researcher alters the behavior of the learners and may result in biases, which may later affect the researcher's objectivity in the analysis of the data.

3.7.1.1 Classroom observation schedule

The researcher used an observation schedule for the observation (Appendix F). Written descriptions refer to observing people, situations or an environment where the researcher makes notes on what is observed as it happens (Hancock, 2014). In addition, the information gathered through the observation was also analyzed by interpreting the behavior, speaking and listening as well as the body language of the teachers in the classroom and were recorded in the researchers field notes. The researcher evaluated the lesson plans and assessment task to see if it is aligned with the requirement of the CAPS. WESTERN CAPE

3.7.1.2 Discussing observation schedule

The researcher used a structured observation schedule with predetermined categories of the behavior the researcher wanted to observe. Participants were observed, based on two categories; first category was teaching a lesson and the second category was during assessment. Each category was observed under subsections namely the role of participant (teacher), the behavior and participation of learners, the classroom environment and atmosphere and is lesson and assessment tasks CAPS aligned. As mentioned before, each participant was required to submit a lesson plan before teaching the lesson and assessment task before the learners did the task.

During the observation, the researcher made notes by using frequency ticks to observe the participant during the actual teaching and completion assessment task. The researcher also

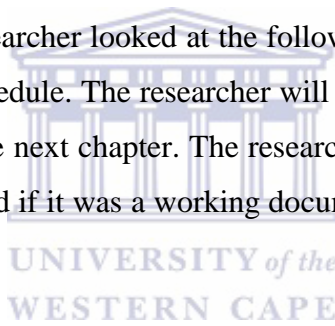
made notes which formed part of descriptive evidence of what the researcher thought and ideas of what was observed other than the evidence gathered based in the observation schedule.

A frequency tick system was used during the lesson observation. The researcher then counted the ticks and interpreted the ticks as presented in the table below.

Table 7: Frequency Tick System

Number of ticks	Interpretation
0	Never
1-3	Sometimes
4-7	Often
8 and above	Always

During lesson observation, the researcher looked at the following behavior of the participant as documented in the observation schedule. The researcher will have a detailed presentation of data gathered during observations in the next chapter. The researcher had a copy of the lesson plan, checked if it was CAPS aligned and if it was a working document in class or rather be kept as a paper trail.



The researcher looked at the following categories during each of the lessons observed:

1. Does the teacher check the learners' prior knowledge?

The researcher observed whether the teacher took into account, the fact that learners came to class with some form of knowledge and therefore asked the learners what they knew before the lesson topic was introduced.

2. Does the lesson cater for diversity of learners?

The researcher observed if the lesson catered for all the learners in class especially the learners who had academic challenges as well as the more gifted learners. The learners' cultures, beliefs and traditions were also taken into consideration.

3. Does the teacher make links beyond the classroom and relate it to the learners' everyday lives?

The purpose of this observation was to check if the teacher took into account that learners can relate easier, and sometimes display better understanding, if it is related to their known environment and personal experiences.

4. Is the teacher engaging with the learners in smaller groups and are the seating arrangement according to groups?

The purpose of this observation was to see if group work was enhanced in the classroom as prescribed in the CAPS document. It further aimed to look at the group dynamics and if there are evidence of group work.

5. Does the teacher reflect during the lesson and after the lesson?

The researcher observed this section as it is important to know if all learners understood the lesson and if the topic was covered. It also wanted to see if, how the reflection was done, whether the gaps were bridged and if learners understood or mastered the content or not.

6. Does the teacher keep learners interested throughout lesson?

The researcher observed the way in which the teacher conducted the lesson and if it kept the interest of the learners. Did the teacher allow learners to participate in the lesson and how was it managed?

7. The level of learner participation and involvement of learners during the lesson.

The researcher wanted to see the learners' involvement and participation throughout the lesson, and at the same time evaluated their understanding of the work.

8. Does the teacher use resources during the lesson?

The purpose of this observation was to see if there was a variety of resources available to assist both the teacher and the learner to understand the work and to enhance learning in different ways.

9. Can the teacher complete the lesson within the given time frame?

The purpose of this observation was to look at the teachers' ability to complete the lesson in the given time as outlined in the lesson plan. It also, intended to evaluate factors that might have affected the completion of the lesson on time. Further, to evaluate if all learners

understood the work by the time the lesson was done, or was there more time needed to consolidate the work.

10. What is the discipline of learners during and after the lesson?

The purpose of this observation was to observe the behaviour of learners in class during a lesson. Some learners were shy to speak and to take part in the lesson, while some learners were ill-disciplined and disrupted the class by talking to their peers or walking up and down unnecessarily and others trying to show off. Interruptions by the feeding scheme in the morning, because learners who are dependent for food from the kitchen had to leave the class. This was causing disruptions during the lesson because learners went at different times during the day.

11. Are the classroom environment teacher and learner friendly?

The researcher observed and checked if the teaching and learning environment was friendly. Thus, the researcher looked at small things such as: Was it print rich? Was there a word wall? Were the learners exposed to new vocabulary of lessons and topics learned? Were learners allowed to make errors without feeling embarrassed? Was the class clean and neat, and is there enough space and seats for all the learners? Did it embrace diversity and inculcate values and morals guided by class rules.

The researcher observed the assessment in the third term because of the assessment being continuous in nature and learners did the assessment task in their own class. During the assessment observation, the researcher looked at the following categories:

1. The researcher looked at the classroom environment and atmosphere during assessment.

The purpose for this observation was to check if the classroom environment was conducive for the learners to do assessment. Were the learners comfortable and aware of the rules for assessment? The researcher also observed the exam conditions and level of support given during assessment.

2. *The discipline during assessment.*

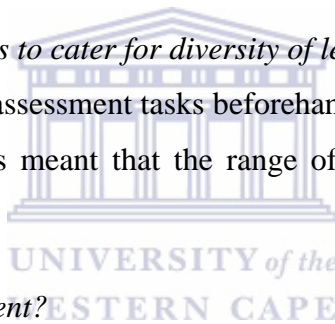
The purpose of the observation was to evaluate the ethics of the assessment. For example, were learners walking around or talking and communicating during the assessment. The observer also wanted to see what systems were in place to deal with learners' indiscipline during assessment.

3. *Are the learners on grade level?*

The researcher also observed and asked the teacher if all learners doing the assessment were on the grade level in order to successfully complete the assessment. It was shocking to learn that in each of the classes that were observed, the amount of learners who either repeated in a phase or progressed with support was almost half of the class. This could be viewed as contributing to the frustration of teachers.

4. *Is there a range of questions to cater for diversity of learner needs? Blooms taxonomy*

The researcher scrutinized the assessment tasks beforehand to see if it catered for learners on different academic levels. This meant that the range of questions asked, were of lower, middle and higher order.



5. *Challenges during assessment?*

I observed a few challenges during the completion of the assessment task. These challenges were that many learners did not have stationery to complete the task and it added to time constraints for teachers. Learners, who had to leave the class, for the feeding scheme, during the assessment, were also an issue for me. Most learners did not complete the assessment in the given time. Interruptions for announcements were also a challenging factor and at the same time learners selling things also disrupted the class.

6. *Does assessment task cover the work that the teacher covered in class?*

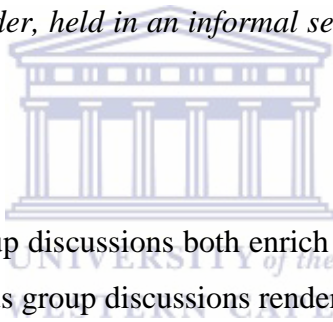
The researcher observed that assessment did cover the topics done in class, however the mastering of content was in question seeing that CAPS requires much of the teachers time to teach.

The data gathered through the observations are discussed and analysed in the following chapter.

3.7.2 Focus Group Interviews

The researcher scheduled focus group interviews beforehand with teachers in both foundation phase and intersen phase in the selected school. It gave the researcher the opportunity to anticipate difficulties that might be encountered during questioning time and the explanation of terminologies during teaching and learning. Boeree (1998) defines group interview or better known one of the most popular techniques today. Carrying out a group interview rather than one person at a time, and when done in a phenomenological manner, can be quite revealing.

In addition, Merton, Fiske, and Kendall in Grim, Harmon and Gromis (2006:516) are of the opinion that a *'focused group interview'* is a qualitative method in which researchers interactively question a group of participants in order to test theory-driven hypotheses. Carey cited in McLafferty (2004:184) defines focus group interviews as *'using a semi structured group session, moderated by a group leader, held in an informal setting, with the purpose of collecting information on a designated topic'*.



Hatch (2002) posits that focus group discussions both enrich and supplement data obtained from other sources. Thus, data from focus group discussions render the research findings more reliable and valid. Stewart, Shamdasani, and Rook (2007:11) argue that this supplementation is necessary and desirable because “live encounters with groups of people will yield incremental answers to behavioural questions that go beyond the level of surface explanations.”

Hatch (2002:133) is of the opinion that “focus group data can be a valuable source for research triangulation”, since “having data from a variety of sources can be very powerful”. According to Babbie and Mouton (2001:292), focus groups present an avenue where information is shaped, and reshaped based on the different ideas and opinions of the various participants.

The focus group interviews with the teachers allowed them to share their experiences and viewpoints that are not often seen or heard by the people who put policies in place. It also gave the researcher insight of what teachers are doing in classrooms and challenges that they faced implementing CAPS. According to Hancock *et al.* (2007), focus group discussions are necessary as research instruments because they give the researcher an opportunity to explore ways in which

to understand how participants interact amongst themselves, as well as respect the ideas of others. They also gave me their different views and attitudes towards CAPS, and the education system as a whole. Some teachers viewed CAPS as being bulky and not practical for the learners in the context they are teaching as well as the workload in CAPS in general.

The focus group interviews allowed face-to-face interaction between the researcher and the participants, which are very important for the information and data gathered. This helped me to get more data as far as the attitudes and personal individual experiences of the teachers were concerned. Both focus group interviews were recorded and later transcribed. Some of the teachers could not express themselves well in English and thus spoke in Afrikaans.

3.7.2.1 Limitations of focus group interviews

One of the limitations of the focus group interviews is that it may limit the researcher to only a few participants per group, as it will be difficult to interview a large group at the same time. Also, the time and place to suit all the participants could also be challenging as the researcher takes into account that the participants do not all stay in the same areas so a central point is needed that suits the time and space for each participant. Hence, Hancock et al. (2007) argue that the difficulties in arranging focus groups at certain levels are related to the characteristics of the different people involved. Further, some participants in the group might have stronger and dominant personalities and might take over the whole conversation and continue so tightly on an issue that they become blind to the others. Boeree (1998) argues that groups can generate more emotion than one individual might feel about the issue.

My focus group was made up of eight teachers, four in the foundation phase and four in the intermediate phase. It also included teachers' with experiences less than five years to teachers over forty years of experience. Some teachers in the foundation phase were not comfortable to speak due to the presence of a post level two teacher who is the link between the phase and the office. The intermediate phase teachers on the other hand were over eager to answer questions and respond with emotion and gestures but were comfortable to say how they felt.

3.7.2.2 Focus group interviews with teachers

Four teachers in the foundation phase and four teachers in the intersen phase were carefully selected to take part in the focus group interviews. As mentioned before, participants were carefully selected and categorized based on the following criteria; gender, years of experience, grade and rank. The researcher aimed to bring together a small number of subjects (4 to 8 people) as suggested by Hancock (1998:11) discussing the topic of interest. The researcher used an interview schedule with open-ended questions, unbiased and non-judgmental, predetermined questions that allowed teachers to comfortably, and freely express their views (See Appendix D). Based on their responses, the researcher asked probing questions to understand the participants' experiences, views and their reasoning pertaining to the phenomena addressed in the study.

The interview for each group was approximately one hour long and was done separately after school, on the same day and in a quiet place with little to no interruptions. Every participant was allowed to give their view and opinion relating to the question which was asked. The researcher used a voice recorder on the cell phone to record the interviews. Hancock (1998), however cautions that if the researcher is not prepared with a number of focused areas needed to be addressed by the completion of the interview, the researcher will not only, face the possibility of wasting time on unimportant aspects but also run the risk of not collecting the intended data at all.

The researcher made notes while recording the interviews to ensure that nothing was missed. The participants in the intersen phase were interviewed first and the interview was conducted in English. The participants all responded in mostly in English with some Afrikaans in between. The participants in the foundation phase also answered in English but the interview were shorter than the intersen phase because the participants stuck to answering the questions that the researcher asked. The time was more than enough for the participants and the researcher had the opportunity to ask all the questions in the schedule and at times made a follow -up question. The researcher only asked the questions and did not engage in the group discussion.

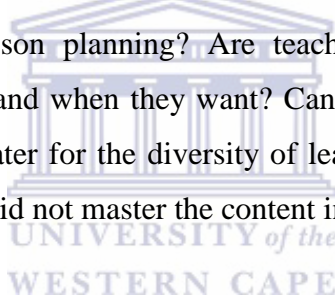
3.7.2.3 Discussing interview questions

In the interviews conducted with both foundation phase and intersen phase teachers, I wanted to find out the following from the teachers:

- What are the freedoms of teachers using CAPS with respect to teaching?

The researcher divided the question in two parts - a) lesson planning and preparation and b) actual teaching of the lesson in class.

- I wanted to find out what freedoms CAPS afforded teachers when they were planning and preparing the lesson and also teaching in class. The researcher wanted to know if teachers had the freedom to plan and prepare the lessons in the way they would like to do it. Did the grade or phase decided on the content or topics that need to be covered as well as the format of lesson planning? Are teachers allowed to teach the topics prescribed how they want and when they want? Can teachers choose what to teach and what to leave out to cater for the diversity of learners? Do teachers move on to a next topic even if learners did not master the content in order to complete CAPS?



- What are the unfreedoms / limitations using CAPS during teaching at your no fee school?

-This question focused on the context of the school when teachers answered the question. The circumstances of the learners, and the daily activities happening at school that might impact on the execution of lesson in the way it were planned. The question required from teachers if CAPS restricted them in any way to accommodate the learners to achieve their personal best.

- What are the freedoms of teachers using CAPS with respect to assessment?

- This question required answers about who sets up the question papers; The WCED or the teachers in the grade, phase or class? What freedoms do CAPS afford teachers to adapt assessment to include all learners in the class, especially the learners who have challenges with reading and writing? Is the assessment task a case of one shoe fits all?

Is the assessment at the school done accurately and fairly towards the learners? Did learners master and understand the work that has been assessed? Who decides what to assess and how to assess the learners?

- What are the un-freedoms/limitations of teachers using CAPS with respect to assessment?

- This question required answers in respect of what limitations do teachers have when assessing learners as CAPS prescribes. Does the school in this study and context use exactly the same form of assessment like every other school in a different context? Are teachers allowed to adapt assessment to the level of the learner's capability? Does the teacher decide when assessment starts in a term or when the learner is ready for assessment? What happens with assessment received from the WCED?

- Evaluate the factors in your no fee school that influence CAPS

- This question required answers about what is happening on a day-to-day basis at this school that might influence teaching and learning especially with the demands of CAPS. The researcher wanted to know what factors in class, at school and the community influence teaching and learning. The researcher required answers about class sizes, discipline, resources, and personal wellbeing in class.

- The researcher required information on the role of school management, SGB, day-to-day running, interruptions for announcements, activities at school, time school and periods start at school.

- The community and the role they play. The researcher looked at the level of parental involvement, socio economic circumstance of learners and poverty in the community. How does the violence and crime in the community impact on the school and teaching and learning?

- Is CAPS practical in the school context?

The findings from these interviews gave me information of the experiences of teachers and their personal opinions on the realities. Further the interviews gave insight of the classroom situation and in the context of their school using CAPS for both teaching and assessment.

3.7.3 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents - (both printed and electronic computer-based and internet-transmitted material). Like other analytical methods in qualitative research, document analysis requires data to be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin and Strauss, 2008). Yin (2003) is of the opinion that documentation involves a variety of written materials such as letters, memoranda, proposals, progress reports, minutes of meeting and internal records.

The following documents were analyzed to help the researcher to look at the teaching requirements and guidelines of the curriculum for teachers and to evaluate the freedoms and unfreedoms of teachers using CAPS. The lesson planning and assessment task was analysed to check if it was aligned with the requirements of CAPS and to see if it was fair and suitable to cater for the needs of a variety of learners and their abilities.

- *Curriculum and Assessment Policy (CAPS)*

This study is related to CAPS and it was important to compare the findings of data gathered through observations and focus group interviews to this document. The researcher specifically looked at the all the lesson topics prescribed per subject outlined that must be covered by teachers in a certain period for a specific term, the forms of assessment tasks and the quantity of the tasks as prescribed in CAPS. The focus of the study was guided by categories to investigate and evaluate the freedoms and un-freedoms of teachers relating to CAPS. The CAPS policy was evaluated to see how teacher friendly the document is and also to check the freedoms the documents afford teachers to adapt the policy to meet the needs of the learners in a particular context, taking into account that not all learners learn at the same pace or in the same way, as

well as their socio economic backgrounds differ which play a crucial role in the success of the learner at school.

- *Lesson plans of teachers*

The researcher requested a lesson plan from each individual participant relating to the subject and lesson that they wanted present during the observation. The researcher checked if it was guided by CAPS and if the teacher adhered to the prescriptions of CAPS, in terms of the topics that were supposed to be covered, and if it could materialize in practice. The researcher checked if the lesson plan was used during the lesson as a working document or was it just for filing purposes. Further, the researcher required answers to see if there was uniformity in the lesson plan or could each individual teacher design his/her lesson the way they saw fit and cater for the learners in a particular class or is it the one shoe fit all approach. The purpose of the lesson plan was also to see if the all teachers submitted lesson plans and how lessons were planned in terms of topics and time.

- *Assessment tasks*

The purpose of analyzing the assessment tasks of learners were firstly to check if it adhered to what CAPS prescribes. Secondly, given the background and context of the school, the researcher seek answers to the type of assessment and if it was learner friendly and catered for all the learners in a particular class regardless of their academic impairments. Thirdly, the researcher required answers who sets up the assessment tasks and if there was uniformity throughout the grade or phase. Finally, the researcher also wanted to see the freedoms of teachers during assessment to ensure fair and accurate assessment and results for both teachers and learners.

3.8 Data Analysis

The process of gathering data culminated into data analysis to sort out the information into meaningful groupings or as explained by, Neuman (1997 p. 421), that “[a] qualitative researcher analyses data by organizing it into categories on the basis of themes, concepts, or similar features.” Hence, the researcher placed the collected data into different categories.

Categorising data implies systematically identifying the keys features or relationships (themes, concepts, beliefs, etc.) and interpreting them. It also implies checking for emerging patterns and trends and carefully interpreting them. In this case preparing spoken data for analysis required putting it down in words turning it into a written script (transcript). The process of systematically identifying significant features in the data is always informed by theory and is directly related to one's research question. It involves as Knobel and Lankshear (2004) state applying categories developed from a particular theory, using concepts identified as important by one's literature review or applying a particular method of interpreting data set in order to respond to a research question. This involves playing around with collected data, to make sense of it. In the process of interpretation, questions like: What is going on here? What does it all mean? What is to be made of it? (Schwandt, 1997: 4), as cited by (Knobel and Lankshear, 2004).

3.8.1 Analysis of Focus group interviews with teachers

The researcher conducted in-depth semi-structured interviews with preselected groups to obtain the different views of the teachers. A voice recorder was used to record the responses of the teachers during the interviews. Permission from the WCED, teachers, the school principal and governing body was granted before fieldwork was done. The researcher made notes of the conversations with the subjects. Four teachers were selected in the foundation phase and four teachers in the intersen phase, based on the criteria mentioned previously. The recorded data gathered through the interviews gave me a chance to go back and forth to double check the information.

The information collected through focus group interviews were first transcribed into textual information and placed into three categories:

- (a) Theme 1- Freedoms and unfreedoms of teachers using CAPS
- (b) Theme 2- Factors in- and outside school influencing teaching in school
- (c) Theme 3- Nature of Capability sets

The information was categorized using two methods, namely one to summarize the main ideas in the interview and draw conclusions from the data and the other to use the participants' words verbatim.

3.8.2 Analysis of observations

The researcher collected data through observations inside the classroom. The researcher informed the participants that they would be observed beforehand. The teachers were observed while teaching content as well as doing assessment. The researcher evaluated the lesson plan of the teacher and assessment tasks of learners to evaluate if it was CAPS aligned. The information gathered through observations was done by interpreting the behavior, speaking and listening, the body language of the teachers in the classroom as well as the completed observation schedule. As mentioned before, a frequency tick system was used during the lesson observation and the researcher counted and interpreted the ticks as it was completed on the observation schedule.

3.8.3 Analysis of documents

According to Hancock (2014), documentation includes a wide range of materials that can produce qualitative data. The documentation provided by the participants and/or institution, which may be required in case study research. Each participant was also required to provide a lesson plan, in which they stipulated the planning of teaching and assessment strategies and copies of the intended assessment tasks that covered elements of the lesson. This was also analysed using an observation schedule that was based on the theoretical framework of this study.

The researcher used the personal experiences and viewpoints of the teachers as guidelines to find answers to the problem. The researcher analysed the CAPS documents and linked it to the capability sets of teachers in order to evaluate the freedoms and un-freedoms of teachers using CAPS.

3.9 Reliability and Validity

Reliability and validity is guided by the contention of trustworthiness (Lincoln & Guba, 1984). This trustworthiness is established when the findings strictly resemble that which the participant has shared during the data collection process (Lincoln & Guba, 1984).

Furthermore, triangulation is essential in qualitative research; that is the use of multiple methods of data collection (Ary, Jacobs, & Sorensen, 2006). The researcher selected three methods of data collection which included classroom observations, focus group interviews and document analysis to ensure reliability and validity of the study. In terms of data collection, the researcher declared that the data collected is true, valid and usable in light of the research aims and questions. During the data analysis process, the researcher ensured reliability and validity of the data collected through the following means.

Before each focus group interview, with the foundation phase and intersen phase, teachers they were assured that their identities would be protected and that all identifying information of persons from the school would be anonymised during the transcription of the interviews. Participants were also encouraged to feel free to ask for clarification if there were questions that were unclear to them. These steps increased the validity of the data that was collected during the focus group interviews. After having professionally transcribed the recordings of all interviews, the researcher cross- checked the transcripts of the audio-visual recordings with each participant. This was done to increase the reliability of the data that participants provided during the interviews.

All categories in the observations schedule was linked to the theoretical framework which guided this research, to ensure that the data collected from the observations was valid and of good quality. I assured validity during all the lesson observations by using the same observation schedule for all the participants, thus making observations about the same aspects in each lesson.

Lastly, after all the data has been collected, sorted and analysed all findings were presented to my supervisor and research team who have shared their critical opinions in terms of the validity, reliability and quality of the data collected.

3.10 Research Ethics

The research has been conducted ethically and ensured that the rights of the school and all individuals who participated in this research were respected. According to Babbie & Mouton (2001) researchers who plan to conduct social scientific research, need to be aware of the general agreements amongst researchers about what is proper and improper in the conduct of a scientific

enquiry. I entered into an ethical agreement with the participants involved in the study. This research has been guided by the following ethical considerations - voluntary participation, anonymity; confidentiality and protection from harm (Babbie & Mouton, 2002). Swann and Pratt (2003:189) state, “Ethical considerations are important for both moral and practical reasons”. The following procedures and processes are described in detail below.

3.10.1 Letters from authorities to give consent

Research ethics permission for this research project was obtained from the University of the Western Cape’s Research Ethics Committee such as the Education Higher Degree Committee (EDUHDC) and Senate Higher Degrees Committee (SHDC). A letter of consent was also obtained from (WCED) to carry out research in the school (Appendix B). Permission was also acquired from the school principal and School Governing Body (SGB) (Appendix D). The teachers involved in the investigation were informed of the purpose of the investigation, after which their informed consent was obtained (Appendix C). Permission was granted from the school, with the understanding that it would not interfere with the teaching and learning process and that it would not overburden the teachers.

The researcher scheduled a meeting with the school principal via the school secretary. In the first consultation with the principal, the researcher addressed the principle in a very humble way, taking into account that the principal ultimately decides if the research could be done at his school. Copies of the project information was handed to the principal explaining what the research was about and the researcher emphasized the ethical considerations with specific reference to anonymity and confidentiality as well as that it was voluntary. Copies of consent letters for ethical purposes were handed to the principals during the consultation meeting. The principal arranged with the staff for a meeting during break in the same week to allow the researcher to inform all the teachers about the research and asked for voluntary participants. Teachers were very interested in the study because they could identify with the topics relating to CAPS. The researcher explained the process and criteria for the teachers in each phase of the study. All the participants were informed about the interviews and classroom observations. Permission to meet the relevant participants at the school to conduct the interviews was granted by the SGB and the school principal.

3.10.2 Openness about participation

Babbie and Mouton (2002) state that participants should also be told that their participation in the research is completely voluntary and that they can discontinue their participation at any point in time. The researcher explained this to all the participants whilst reading through the project information sheet (Appendix A) of this study, before they signed the informed consent form.

The researcher informed the participants what the research was all about, what was involved, including the times and venues, and the kind of research instruments to be used. Christians (2005) suggests that such a process needs to be free of any form of deception before and during the research.

3.10.3 Anonymity

Babbie & Mouton (2001) state that the two important techniques assisting researchers to protect the participants' interests and wellbeing is anonymity and confidentiality in which the identity of the participant is not revealed. It was my intent to protect all respondents' privacy, anonymity and confidentiality at all times. Neuman (1997, p. 452) is of the opinion that researchers can protect the privacy of participants by not disclosing the identity of the participants after data is gathered. Confidentiality on the other hand "means that information may have names attached to it, but the researcher hold it in confidence or keeps it secret from the public" (Neuman, 1997, p. 453). Therefore, the researcher used codes to describe the participants in this study. Since research subjects concerned humans are often by nature sensitive, emphasis was placed on the anonymity of responses, and the identity of participants (Babbie *et al.*, 2001). From the start participants were asked not to mention their names when when giving responses during interviews. The individuals were made aware that:

- their participation was voluntary and they could withdraw at any stage of the research;
and
- their identities would be protected at all times.

3.10.4 Privacy and identity

To protect participants against harm, their identity was kept anonymous and what they shared during the data collection process was treated as confidential (Ary, et al 2006). This has been achieved by withholding identifying information such as the names, surnames and name of the school. Participants have been given code names such as FP1-4 for foundation phase and IP 1-4 for intersen phase during the transcription, analysis, representation and discussion of the data. According to Christians (2005:145), “the codes of ethics insist on safeguards to protect people’s identities and those of research locations”. Thus, I put in place measures to keep any information obtained from the participants and the research locations confidential (Cohen et al., 2011).

3.11 Strengths and Limitations

This research is a single case study and one school was selected in the Western Cape to conduct the study. The strength of a single case study is that it provides an in-depth view of one school case and allows us to understand the views and experiences of teachers using and implementing CAPS. The limitation on the other hand could be that one could not generalise and employ the findings and data to all schools in the country or Western Cape. In support of the latter, Hancock (1998) highlights one limitation of a case study design that refers to data is lessened by the fact that the focus has been only on a specific or single case.

The strength of the study based on the focus group interviews were the willingness of participants to conduct interviews as well as participants were allowed to respond in their own chosen language (some spoke Afrikaans). This helped in participants to respond more freely to the questions posed.

I have established a good relationship with all the participants, and this contributed to them not being anxious or uncomfortable.

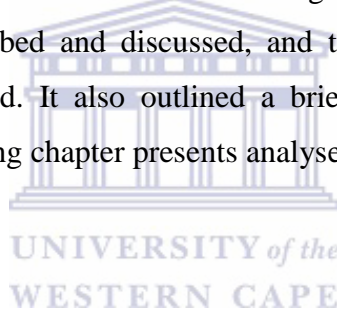
The strengths of the classroom observations were that none of the teachers were uncomfortable during the lesson observation. All the participants presented the lessons as they normally would. This is could be regarded as a strength because as a researcher I wanted to observe teachers presenting lesson in the manner that they generally do and not to window dress.

The researcher presume however, the learner interactions observed during lessons indicated that learners did not respond to questions and class discussion as they normally would do due to my presence in the class.

An additional limitation is that some of the participants did not have the lesson plan or assessment tasks ready before or during the lesson.

3.12 Summary

A qualitative study was conducted in a no-fee primary school situated in a poverty-stricken area in the Western Cape. This chapter discussed all the methodological conventions used to collect and analyse the data. The chapter also describes the process of data collection, which includes the consent from various stakeholders. The research design, research site and the participants selected in the study were described and discussed, and the ethical considerations and how reliability and validity were tested. It also outlined a brief reflection of the limitations and strengths of the study. The following chapter presents analyses and discusses the data collected.



CHAPTER 4

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

Chapter Four presents analyses and discusses the research findings from data collected through observations and focus group interviews done with foundation phase and intersen phase primary school teachers. Data collected through classroom observations and document analysis such as lesson planning and assessment pieces of teachers is also presented. The data analysis and discussions, which follow, are meant to demonstrate that teachers have freedoms or unfreedoms when using CAPS in terms of planning, teaching and assessment. This section also outlines the conditions and factors, which impact on the daily classroom practices of teaching and learning affecting both teachers and learners.

A summary of background information of interviewees is given as a prelude to the responses in the interviews. This was done so as to show the link between the responses from the interview to the participants based on the categories in the table provided below. The researcher found this information relevant and important and it was deemed vital to the research in answering the research question. In addition, the chapter provides the responses and input from teachers based on the research questions that were asked.

The analysis and reporting are be done based on the following research questions:

1. What are the freedoms and un-freedoms of teachers using CAPS with respect to teaching and assessments?
2. What are the factors in the no fee school community that influence the implementation of CAPS?
3. What is the nature of the capability sets of teachers?

Research question three is discussed and answered in the next chapter, which aims to highlight the capability sets of teachers using CAPS based on the experiences of teachers on a day-to-day basis in the classroom.

4.2 Biographical information of participants

Tables 8 and 9 present the biographical information of participants in the foundation phase and intersen phase. Participants were carefully selected and categorized based on the following criteria; gender, years of experience, grade and rank. Participants had a code linked to their phase for ethical reasons (see chapter3).

Table 8: Biographical Information for Foundation Phase

Participant	Grade	Years Of Experience	Rank	Gender
FP1	1	40	P1	Female
FP2	2	8	P1	Female
FP3	3	23	P2	Female
FP4	3	46	P1	Female

Table 8 illustrates that the participants in the Foundation Phase are all female with many years of teaching experience. It further shows the grade each participant is teaching as well as the rank where one of the participants was a head of department in the phase.

Table 9: Biographical Information for Intersen Phase

Participant	Grade	Years Of Experience	Rank	Gender
IP1	7	25+	P1	Female
IP2	7	12	P1	Male
IP3	4	3+	P1	Female
IP4	6	7	P1	Male

Table 9 illustrates that the participants in the intersen phase are two females and two males with teaching experience which varies between less than five to more than twenty years. It further shows the grade each participant is teaching which reflects two teachers in the intermediate phase and two in the senior phase as well as the rank.

4.3Analysing and Interpreting the Data from Focus Group Interviews, Classroom Observations and Document Analysis

This section will present and discuss the data gathered from the focus group interviews, classroom observations and document analysis. The interview and observations included eight participants in total, with four participants in foundation phase and four in the intersen phase. The participant's responses are grouped under the research questions and divided into categories and are discussed as it stood out in the data analysis. It links the responses to the capability sets and will be discussed in the next chapter as described and outlined in Chapter Two.

4.3.1 Research Question 1: What are the freedoms and un-freedoms of teachers using CAPS with respect to teaching and assessments?

Responses to this question are be presented, analysed and discussed in three parts. It first highlights freedoms and then unfreedoms of teachers using CAPS with respect to lesson planning and preparation, actual teaching and then with respect to formal assessment. The responses for teaching are be analysed based on responses from the foundation phase and the intersen phase, then presented, and discussed under the following headings:

- a) Lesson planning, preparation
- b) Actual teaching
- c) Assessment of learners

4.3.1.1 Freedoms and un-freedoms with lesson planning and preparation

Lesson planning and preparation is one of the key responsibilities of teachers in order to achieve an outcome for a particular lesson and topic designed for a particular group of learners in a class in a specific grade. There is a saying in the teaching profession which goes like this, 'if teachers

fail to plan... they plan to fail'. Hence, it is essential for teachers to plan and prepare their lessons in order to know what they expect learners to learn and know at the end of the lesson. Therefore, setting up lesson plans is one of the many administrative duties assigned to teachers apart from the real reason why teachers are there, which is to teach (see 3.4. and 3.5 in Chapter Three). Responses from the teachers in both foundation phase and intersen phase relating to the lesson planning will be highlighted below.

Teachers in both phases highlighted the fact that teachers in the each grade and phase are required to have the same format of lesson planning for each subject because they are not seen as individuals but rather as a team. This means that all teachers' files and books must look identical in terms of the work that must be covered on a day-to-day basis, which teachers found rather challenging and in some cases unrealistic, due to the challenges they face at school, as well as the fact that the teachers are different and their learners are different. Nevertheless, uniformity in the grade and phase is promoted as part of the identity and image of the school, especially for school visits from the WCED. The question of uniformity raised concerns as to what extent teachers are allowed to have some individuality and act independently in terms of their preparation and actual teaching in their individual classroom. Hence, the above mentioned appears to relate to the same principle that CAPS is promotes. CAPS promote the use of the same curriculum document in spite of the diverse population of South Africa and different socio economic contexts schools are located in. (see Chapter Two).

Furthermore, teachers at this school did plan their lessons and this was confirmed by *participants in the study*. Teachers in the foundation phase all agreed with the first participant, FP3 that “yes they can plan their lessons but there are too many limitations and challenges when it comes to planning, implementing and executing the lesson when using CAPS”. They further report that CAPS was too much work with too many requirements that needed to be covered in a short space of time, and learners could not keep up with all the work given the pace that CAPS set out, especially in the foundation phase where learners were still working at a very slow pace.

According to participant FP3, a teacher can set up the lesson according to the CAPS but not all learners were on the same level...

...some don't have previous knowledge so now you have to go back and do revision before you can go on with the lesson as planned....that hampers the

time because CAPS has time limitation for the something that needs to be taught”.

Participant FP4, who has over forty six years of teaching experience, fully agreed with the previous participants and did not use lesson plans at the time because CAPS is ‘nonsense’ in her opinion. Her response to CAPS was that in her opinion,

...is too much work, too little time, too many interruptions and not on the child’s level. ...about five out of 42 children are able to do a quarter of what CAPS prescribes to teachers....The three quarter of your class can not keep up...it’s impossible. I feel there’s too much to do and the lesson planning is too bulky for what you must achieve for one day.

The last participant FP1 responded to this question by saying that the information load that the child needs to acquire was not possible and she made reference to the lack of parental involvement and assistance to the child. This is discussed further under the question relating to factors at the school that influence CAPS.

Teachers in the intersen phase had different opinions relating to lesson planning and preparation relating to CAPS in comparison to the foundation phase. Participant IP4 disagrees to some extent with the foundation phase teachers and said that he was trying to play devil’s advocate. In his opinion he thought that teachers do have certain freedoms when it comes to lesson planning. According to this participant, no one comes in his class and directs him in terms of what content he needs to put in a lesson and even though they have prescribed textbooks, they can decide at the beginning of the year which textbooks to use.

In the view of **IP4**

there are certain things that CAPS prescribes and it’s a must, certain terminologies that learners must know in a certain year or phase and that are where I think CAPS does a good job” ...children at my school are being taught the same thing in the same year and phase like a child for example in the Southern suburbs in Constantia somewhere...

Furthermore, the other participants in the intersen phase disagreed to the participant IP4 in their responses which are outlined below.

Participants IP1 and IP2 were of the same opinion that teachers are restricted when it comes to lesson planning and teaching in relation to CAPS. The teachers in the foundation phase referred

to uniformity in the grade and phase, which was highlighted by the participants in the intersen phase as well. Teachers were given a lesson plan template to do lesson plans but what was interesting here is the fact that teachers are allocated certain subjects to plan and then distributed to the rest of the teachers in the grade or phase who teachers the same subject. This means that it is a generic lesson plan designed for all teachers to teach all learners as if it is ‘one size fits all’ What follows are the comments of the internet phase teachers:

IP1- I would say that we are restricted because we have documentation coming from the department and they do come to check up to see whether we have followed prescribed rules; so it makes it hard for us as teachers because we have learners with different social backgrounds, we ourselves are different people with different teaching styles, so I wouldn't say we have freedom at all.

The IP2- teacher made reference to his teaching experience from different schools as he worked at a few schools and supported the argument of *IP1* that teachers are restricted because they have to adhere to what is prescribed in the CAPS document. In his opinion, a different school follow different things as previously mentioned which was the stance based on participant working at a variety of schools. He supports this statement by saying:

IP2- I have seen at some schools they are very strict and you cannot lag behind and because of the fact that children do not understand the work, depending on the subjects, especially Maths. When you teach Maths you simply cannot move on if the children do not understand the concept that you have tried to explain to them, so if you lag behind and according to the Curriculum Advisor (CA) who checks your progress, they don't understand why you are behind...they say they do understand but they don't really do and they don't take cognisance of what you are telling them. It's just like you know what, we are doing our work, you must do your job and your job is to complete that set of work, irrespective of whether the children understand the lesson or not and that is what's currently happening.

Participant *IP3*'s response to the question on lesson planning was in agreement with participant *FP 3* that yes you can plan on paper but the reality in class do not always allow teachers to follow the planning. Reference was also made to external factors are discussed in depth under question 2. Further, she referred to CAPS as a guideline and agrees that teachers are require to do as CAPS prescribes:

IP3- ...but in terms of the children... yes it's nicely plan on paper, but when you come to the class the realities are totally different. So for instance you want to do nouns today, but sometimes you do not get to do it because the children had an

accident at home; there was a shooting and a whole lot of other things that hinder us, but 'yes' to stick to the plan is totally different.

Lesson plans for both phases must be submitted for language and Mathematics on a weekly basis and content subjects in the intersen phase must be submitted biweekly. As highlighted in the interviews, the planning is done according to the prescription of CAPS, however the implementation and execution of what is on the paper in the reality of classroom experiences and practices of teachers are totally different. This is discussed under the following subheading actual teaching.

CAPS requires teachers to do the following for a week (See Chapter Two) for example in Afrikaans Home Language, namely *Listen and speaking and Read aloud, Reading and viewing, Language structures and use, Writing and Comprehension*, it will be indicated with activities and resources on the lesson plan. However, the reality in the classroom reflects differently due to the factors which will be highlighted under Question 2.

The table below summarizes observations of the lesson planning and assessment task of teachers to check if it is aligned with the prescriptions of CAPS.

Table 10: Observation of Lesson Planning and Assessment Task

EVIDENCE	Tally of participants who made considerations	Descriptive evidence from lesson plans and assessment tasks
Diversity of learners catered for	7/8	- Questioning strategy: asking of different questions -Questioning strategy and the use of support materials -Learners asked to do oral presentations - Plan for learners to do practical work in natural sciences - Plan to sing rhymes and maths songs/ clap to make lesson interesting
Level of learner participation(pair / group work) learner involvement	7/8	- Learner prediction: plan to show pictures, use blocks - Colourful poster about the topic -Questioning-plans to verbally pose questions -Questioning- plans to use questioning throughout the lesson
Discipline of learners during and after lessons	0/8	- No evidence recorded what teacher will do in the event of learners who is ill discipline
Making links beyond the classroom	6/8	-Mentioned will make link to learners reality -Engagement during introduction of lesson to check prior knowledge
Can teacher complete lesson in given time frame	2/8	- Time is evident on lesson plan and assessment task
Range of questions asked Blooms taxonomy	8/8	-Differentiation: different levelled activities according to abilities. -Differentiation: different levelled activities according

(talk/worksheet)		to abilities.
Resources used during lessons	7/8	-Flash cards-To discuss meanings of new words. -Flash cards and dictionaries-to discuss meanings of new words; Colourful posters-to engage learners, Song about the topic-to engage learners. - Learner Text Books and dictionaries
Keep learners interested throughout lesson	6/8	-Group work- group activity -Questioning strategy -Questioning-plans to verbally pose questions -Questioning- plans to use questioning throughout the lesson
Use lesson plan and is it CAPS aligned	7/8	-Lesson plans are CAPS aligned
Check learners prior knowledge	6/8	-Planned engagement during introduction of lesson to check prior knowledge
Teacher engaging with individuals and small groups	4/8	-Planned engagement during whole class discussion -Engagement during introduction of lesson by using learning materials.
Do Assessment activities cater for variation of learner needs?	8/8	-Cater to some extend the weaker learner; however will still not be able to pass -Predominantly reading and writing

Table 10 above shows that participants did indeed plan lessons. The planning outlines what the teacher was planning to do in class, activities to execute, active learner participation and involvement. Resources that were used to keep learners interested, the inclusion of a range questions to be asked, differentiation and opportunities to engage with learners (individually or as groups/pairs) were also illustrated in the planning. Thus, it can be concluded that teachers knew that they needed to plan but challenges at the school and workload of teachers make it difficult for teachers to stick to the planning.

During the lesson observation, the researcher noticed that none of the teachers in both foundation phase and intersen phase used the lesson plan as a working document; it was there for filing purposes; as one of the expected tasks that must be done. Evidence highlighted from classroom observations highlighted that the researcher requested lesson plans from each individual teacher before lessons were observed. In both the foundation phase and intersen phase, teachers gave the lesson plan except for one teacher in the foundation phase. One of the foundation phase teachers stated that “She did not have time to do planning every week because she has years of lesson planning in her files from the 46years of teaching”.

Further, during observation the researcher noticed that the content in the lesson plan was not adhered to because of interruptions during lessons and discipline of the learners in some classes. Hence, the lesson plan was there to use as evidence for a paper trail but not to be used as a working document.

4.3.1.2 Freedoms and un-freedoms with actual teaching in class

For many years, the role of the teachers was known to teach, as teaching their learners the work prescribed in the curriculum. This basically refers to the practical aspect of transferring new knowledge to learners, which will enable the learners to become critical thinkers and productive citizens in their country.(see 2.4 in Chapter Two) The question today is: “Does teaching take place or rather how does teaching take place or what is really happening inside of the classroom?” The interviews and observations aim to highlight what was gathered from opinions of teachers regarding their personal experiences of what was truly happening inside of the classroom. Although this research cannot generalise what is happening in other schools, the data gathered is focused on what is happening at this particular research site, which is situated in a poverty-stricken, gang-infested area, in the hope that it will bring insight and to light the experiences of teachers all over South Africa.

The table below summarizes observations of actual teaching lessons for teachers in both the foundation phase and intersen phase. The aim was to evaluate the freedoms or unfreedoms teachers using CAPS while teaching as well as the factors that might influence teaching and learning.

Table 11: Observation during Actual Teaching

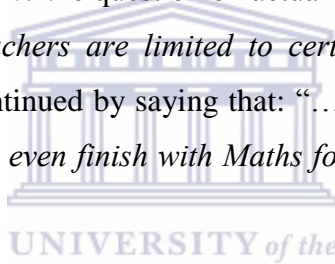
EVIDENCE	Tally of participants	Descriptive evidence from lessons delivered
Diversity of learners catered for	5/8	4/8- Throughout the lesson by using question strategy and learning support materials 5/8- Questioning strategy: asking of different questions 2/8- Questioning strategy and the use of support materials 1/8- Learners asked to do oral presentations 1/8- Plan for learners to do practical work in natural sciences 4/8- Plan to sing rhymes and maths songs/ clap to make lesson interesting
Level of learner participation(pair / group work) learner involvement	5/8	5/8- Throughout the lesson by using prediction strategies and learning support materials 5/8- Throughout the lesson by making use of questioning and discussion strategies. 3/8 Learners did not co-operate and did not participate

Discipline of learners during and after lessons	2/8	6/8- Took learners ± 5 minutes to settle down and listen to instructions 2/8 –Learners took more than 15 minutes to settle down and were misbehaving throughout lesson 8/8 – Interruptions either from the intercom /sales at the door/ feeding scheme learners had to leave/ extra mural activities like choir must go to the hall .
Making links beyond the classroom	7/8	7/8- Throughout the lesson using questioning and discussion strategies 1/8-Did not make links beyond the classroom at all.
Classroom environment learner and teacher friendly	6/8	6/8 Casses had posters and learning material 2/8 Had nothing on walls 6/8 Environment was learner friendly 3/8 Environment not teacher friendly
Can teacher complete lesson in given time frame	0/8	3/8 Completed the lesson but could not reflect or consolidate and do activity 2/8 Teachers did not complete lesson at all or cover the topic of lesson due to discipline and interruptions 3/8 Could not complete lessons due to interruptions 8/8 – Interruptions either from the intercom /sales at the door/ feeding scheme learners had to leave/ extra mural activities like choir must go to the hall
Range of questions asked Blooms taxonomy (talk/worksheet)	3/8	3/8-Differentiation was evident during lessons and assessment tasks as a range of differentiated activities and questions were made available during lesson as well as for assessment.
Resources used during lessons	2/8	2/8 Used flash cards and word wall 2/8 Used text books 4/8 Used the writing board
Challenges in class during lesson	8/8	All participants had challenges - Learners talking in class - Walking around - Throwing papers in class 8/8 – Interruptions either from the intercom /sales at the door/ feeding scheme learners had to leave/ extra mural activities like choir must go to the hall -
Keep learners interested throughout lesson	5/8	8/8- All participants asked a range of questions throughout the lessons taking learners from the known to the unknown - Use learning materials effectively. Learning support materials included flash cards, text/reading books, posters, dictionaries.
Use lesson plan and is it CAPS aligned	7/8	1/8 Did not do lesson plan 7/8 Lesson plan is CAPS aligned 0/8 Use lesson plan as a working document 6/8 Keep it in the file
Check learners prior knowledge	2/8	2/8-Only at the beginning of the lesson by using imagination activities and text book
Teacher engaging with individuals and small groups	6/8	6/8- Teacher engagement evident throughout the lessons mainly by means of questioning and discussion strategies. 2/8- Struggled with learners
Are learners on grade level?	0/8	8/8 Classes have more than 40% of learners who repeated the grade, progress with support and who is at risk to fail
Reflective practice is evident by teachers	0/8	-No evidence, because I could only observe a lesson once for each teacher

Table 11 above shows that participants could not execute their lessons in the way that they wanted to in terms of the planning. Discipline and many other factors like interruptions and learners who were not on grade level, for example impact on teaching in class. The teachers tried to keep the learners interested in the lessons to the best of their ability. It can be concluded that teachers were unable to execute the lessons and to achieve the educational objectives in the way they would have liked to.

Responses from teachers in the foundation phase to the questions on their actual teaching practice are presented and discussed next. Teachers' highlighted challenges such as limitation to time, no consolidation of work, too much work to cover in a day or week as prescribed by CAPS, discipline and unnecessary interruptions which impacts on the actual teaching in class.

The first participant FP3 responded to the question on actual teaching by stating that: "...*there is not a lot of freedom because teachers are limited to certain things... like time is not very accommodating in CAPS.*" She continued by saying that: "...*or instance you must cater for that specific sound, whereas you didn't even finish with Maths for the morning because the children didn't complete it yet...*"



FP1- the teacher thought that the bulk of the work in CAPS, the time constraints, the time that you have to finish might be a concept or whatever you need to cover is the limitation.

Participant FP4 agreed with her colleague and highlighted obvious differences in her teaching experience presently about 15 years ago:

...you could work at your own pace; you had your work given to you and you could work out your own lessons and work at your own pace. The work was prescribed for you for instance: you're doing adjectives, nouns, and now you could use your own creativity to plan your own lesson. You had the time to consolidate; you could work with learners groups. However today, with CAPS it is not possible. I can't find the time to work with my groups. By the end of the week I don't even think I've gone through two groups. But 15 years ago, you could sit on the mat with a group; you could do whatever possible to make that child understand because you had various strategies and one or two concepts.

Fullen (2001) (see 2.3.1 in Chapter Two) states the following and confirms the findings in the study of teacher belief: "...curriculum changes...involves several components...which are hard to control such as changing teachers belief systems".

Teacher FP2 replied on that and agreed *yes* one or two concepts because now you must teach adjectives, punctuations, synonyms, homophones in one week, so you don't actually consolidate because it goes on from the one topic to the next. She uttered the following:

...a the execution of the lesson, like to give the lesson is actually different to your planning because it does not always go according to the way you have planned...doesn't always accommodate planning.

Participants in the intersen phase had plenty to say in connection to their actual teaching practices.

In the view of **IP 4** he has certain freedoms in his actual teaching in his subject Natural Sciences and Technology and commented as follow:

My kids will learn certain terminologies ... the freedoms in teaching come in where your creativity comes in. you need to make sure that you bring content across in such a way that your children understand it and CAPS gives you an outline in the CAPS document as to how you can go about doing that but it's your discretion if you want to use it or not.

Participant IP 1 disagrees with **IP4** because as a language teacher the expected workload is different in comparison to content subjects.

CAPS is restricted...I know that you can be creative and make it work or your kids, but on the other hand the department comes and say that you have an x amount of comprehensions, you need to have an x amount of writing pieces. It does not matter if your children really understood it...it all comes back to revision...

Time is one constraint that limits many teachers along with the work overload mentioned by foundation phase teachers they don't have time to consolidate the work. Teachers made reference too many things that influence teaching in class on a daily basis. As mentioned before, the teachers do plan and do prepare lessons but teachers have many roles to play and sometimes neglect the most important role which actually is teaching. Teacher IP3 commented as follow:

"...you have all the other roles... you need to be the mother, the father, you need to be a doctor, the psychologist, the priest...every other role than teaching..."

Teachers referred to the work overload required by CAPS which makes it impossible for teachers to finish all the work. Another challenge in the intersen phase was the number of children failing

and progressing with support which meant that the learners were not on grade level which crippled the learning and teaching in class.

IP 3 ...We hope at the end of the day that when the learners do the assessments that they have listened in class, that they do understand what is expected of them. But we can only do so much. There comes a time where they need to show this is what I've learned and normally the answer sheet and results speak to that. So I would not say that it is a reflection on the teacher because the teachers DO work and in most instances the Department imply that the teachers are not knowledgeable or they don't know what they are doing but in actual fact we do know what we're doing, it's just that the learners just don't show any interest.

4.3.3.1 Freedoms and un-freedoms with formal assessment

Assessment as form of examinations or testing learners at the end of each term or during the term as part of continuous assessment forms an integral part of schooling and education in South Africa. Teachers at school do both informal assessments to assess the learners as prescribed by CAPS. As mentioned in Chapter Two, Spaul (2014), view the results of test and examinations used as the primary indicators of school-system performance are inefficient because several factors are ignored, and thus do not portray the actual picture of performance within the schools. Spaul (2014) is of the opinion that the focus should rather be on the quality of schooling than focusing on examination results.

This section highlights the freedoms and un-freedoms of teachers relating to formal assessment. The researcher used focus group interviews and classroom observations during assessment. Assessment is an instrument that is used to test if learners achieved the expected outcome and knowledge that they were supposed to know for the term.

To strengthen the data the researcher requested assessment tasks from each participant during the observation which are analysed and discussed below.

Teachers in the foundation phase and intersen phase highlighted a few things in terms of assessment. They responded to freedoms and unfreedoms in terms of assessment based on:

1. Who sets up the assessment task?
2. Does it cater for all learner needs?

3. Was all the assessment taught based on the content taught?

According to the participants in both the foundation phase and intersen phase, formal assessment tasks are set up by the circuit team. IP1- responded as follows: “ previously *the department sent our question papers also, so they set up and send it to schools, so we basically just revise and use their assessment*”.

Responses to the question of assessment, to cater for a variety of learner needs were answered as follows:

***FP 3** – the assessment for me is fine because there’s something for the weak child, the medium child and the clever child, so I don’t have a problem with that. The weak child will never be able to do the rest. The medium child will also do whatever, but that is the situation in class and CAPS also makes provision for the above average child who will be able to get 100%, so I do not have a problem with assessment.*

***FP 4** – disagrees with assessment which caters for all learner needs. You can’t compare children in the poorer areas with Bishops Court, Constantia, Bellville, Settlers... you simply can’t. But the assessment tasks I think have been based on the above average child. You have to use basic strategies to get the weaker child to at least do the basic operations or at least the data or the measurement.*

***IP1-** we found a lot of errors in the departmental papers..we had to rectify some of it, but we are also restricted to what we do and also we have to look at Blooms Taxonomy where we need to cater for all different levels of learners, so even though a child can’t read, there might be a multiple question where they can circle the correct answer. Hopefully they will get the correct answer.*

Participants in both foundation phase and intersen phase highlights the un-freedoms of teachers in terms of assessment. Teachers in the foundation emphasized time as a constraint because the content had not been covered but they had to do assessment. The workload was too much for the learners and they were disadvantaged in terms of writing the assessment. Also, the form of assessment played a role because a question paper can cater for a variety of needs in terms of different types of questions however the learner who struggle with reading and writing will always be disadvantaged and be limited to achieve his or her full potential. Likewise the teacher will also be limited and not achieve maximum results if learners are unable to achieve academically. Teachers in the foundation phase commented the following:

FP3 –the only problem is that sometimes comes too early when you didn't have a chance to cover the work.

FP2 – I agree... sometimes you do assessment in week 6 and its stuff for the whole term up to week8, so then it's a whole rush-rush to get to week 8's work done in week 6... limit that you have to teach those children the work that had to be covered for that term.

FP 4 - ...but they start too early with assessment and the problem is that there are too many assessments. That is why we have problems. If we have one assessment for Maths in the eight week, we can cover all the work but in the fourth week they start with Home Language already and we did not even start the language. I think it's ridiculous to start assessment in the fourth week of the term. It takes two weeks for one Home Language assessment to finish and there are three assessments per term.

4.3.2 What are the factors in the no fee school that influence the implementation of CAPS

The context in which the school is situated (see 3.5 Chapter Three) plays a crucial part in ensuring the success of both teaching and learning. Hence, the research site as described in Chapter Three is a no fee school with a community who lives in impoverish circumstances. Teachers at this specific school had plenty to say about the factors that limit them to achieve their educational objectives and functionings. This confirms Maarman(2009)'s view "...functionings or achievements are directly linked to living conditions (see Chapter One).

Responses to this question are presented, analysed and discussed in two parts. I first highlight the factors in the school and then outside the school which influenced the implementation of CAPS through teaching and assessment in the classroom. The responses for teaching are analysed based on responses from the foundation phase and then the intersen phase teachers and then presented and discussed as factors inside the school and classroom:

4.3.2.1 Factors inside school

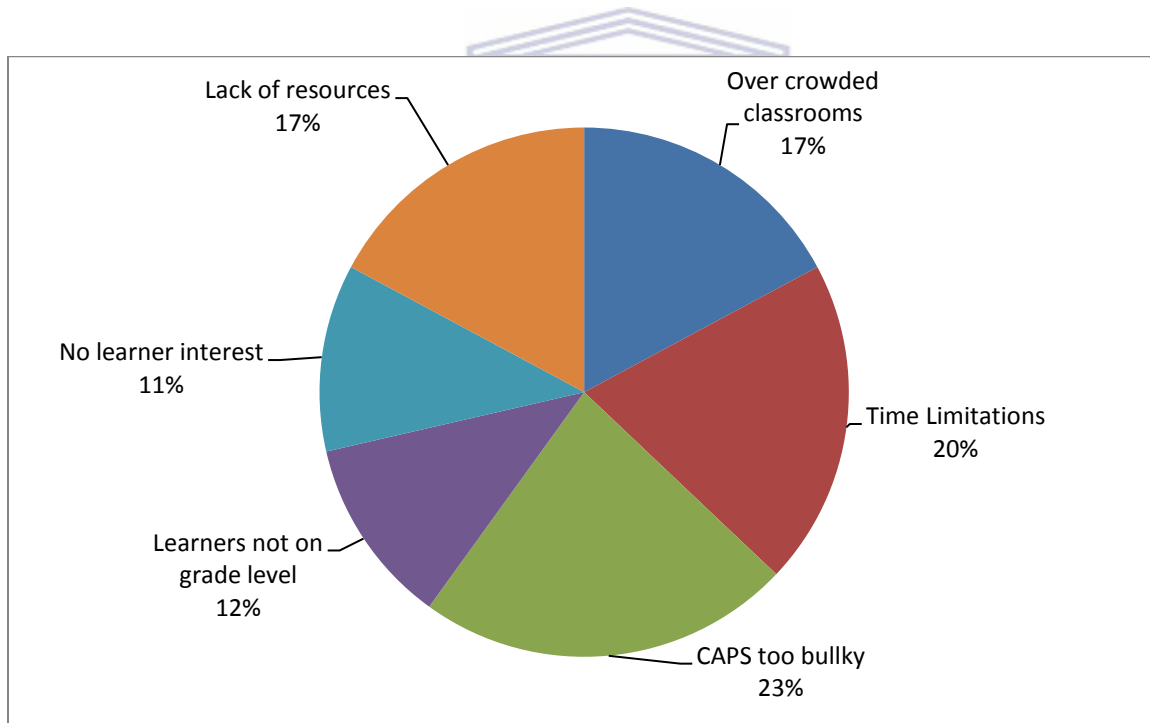
Teachers are faced with many challenges on a daily basis inside and outside the classroom. A role of being a teacher involves so much more than following the CAPS curriculum. Teachers highlighted a few factors which influenced teaching and learning on a daily basis. These highlighted factors were based on activities inside the classroom as well as the operational systems in the school which are discussed under school factors.

4.3.2.1.1 Classroom factors

In my data analysis several factors were identified that influence the implementation of CAPS when teaching and assessing. These factors were overcrowded classrooms, teaching time limitations, bulky nature of CAPS , learners not on grade level, lack of interest by learners and lack of basic resources.

Teachers in both foundation phase and intersen phase highlighted common challenges inside the classroom which influenced the daily classroom practices which are highlighted in the chart below. The challenges are:

Figure 1: Classroom Factors that Influence Implementation of CAPS



Overcrowded classrooms

Participants unanimously pointed to overcrowded classrooms as one of the main constraints for teachers to achieve educational objectives as depicted in Chart 1.

Teachers mentioned the big classes which made it difficult for teachers to teach and for learners to learn. This impacted on discipline because the class could only take so many learners in a given space. Van der Nest (2012) agrees and states that for the schools to implement a curriculum there is also a need for sufficient classrooms to alleviate overcrowding of learners. The teacher commented as follow:

***FP 3** - Overcrowded classes are a big problem. Some classes have 40 and more learners. I think that it makes it difficult to get everybody's attention and contributes to ill discipline. Because children have different learning styles...they need to be taught in different ways, so you do not always get to all of them.*

Kirkgoz (2008) confirms what was found in this study namely that the lack of support, influence of textbooks, large class size and inadequate resources are the most difficult factors which affect the curriculum implementation.

Further, from observation, classes were indeed overcrowded and hampered the teaching of thinking skills, as the teacher could not facilitate group work or pair work activities with all the learners due to the amount of time it would take to do so. Thus, some learners were always missing out on opportunities for mediation, interaction and engagement with the teacher.

During the lesson observation, the researcher observed that the teacher struggled to organise the classroom and the seating arrangement as there was too little space to accommodate all the learners and made the groups, too large and unmanageable.

In the foundation phase, where it is crucial for learners to learn how to write and learn sounds, numbers, letter formation and building sentences. Hence, big classes will result in teachers not being able to assist learners individually particularly those who might struggle with certain work. This has a direct impact on the workload of teachers in the intensen phase because learners who struggle academically find other ways to divert the focus from them academically by being ill-disciplined is in many cases the result. Teacher FP1 commented as follow:

***FP 1** - ... Big classes. How can you teach today with CAPS for 47 learners...47 grade 2's or grade 6s in one class - it's just not possible. 15 years ago it was possible, but not anymore.*

The above comment was rather interesting for the researcher. The participant was of the opinion that 15 years ago teachers could teach and the workload was not as much as today. Today the learners have to do more projects and do more work independently. She also said that in the past classes were not that big and they had time to work on the mat with the learners. She also made reference to the workload of CAPS that is too bulky and that is the biggest reason why it is not possible. She also emphasized that learners are often unintentionally left out during lessons because of the big classes and the teacher do not have the time to give individual attention to the learners.

The above statement was confirmed during the lesson observation, where learners who sat at the back in the classes were doing their own thing and do not pay attention in class. There was hardly space for the teacher to move between the learners due to over crowdedness. Overcrowded classroom causes teachers not to pay attention to each learner, not to mark learners' scripts and provide feedback to learners effectively.

In particular, over -crowded classrooms made informal assessment and formal assessment extremely difficult for teachers. The Department of Education (2009, p. 59) also reported that there was an overwhelming number of comments regarding overcrowding, and the difficulty of implementing the curriculum in large classes.

Time limitations

Teachers' unanimously highlighted time as one of the biggest factors that hindered them to successfully implement CAPS. The research found the time allocations set up by the Department of Basic Education for CAPS implementation is not practical to meet the demand of the prescribed workload. CAPS has a separate time table is illustrated below for both foundation phase and intermediate phase. Hence, it was confirmed in my document analysis of CAPS, and data analysis from interviews and observations that time is an unfreedom which hindered teaching and learning.

The following table illustrates the time allocation for the school terms, number of weeks and days for the year 2017.

Table 12: National School Calendar for Public Schools for 2017

All nine provinces have the same school calendar for 2017.

Term	Duration	Number of weeks	Number of days	Number of public holidays	Actual number of school days
1	(9) 11 Jan - 31 March	12	56 (60)	1 + 1	56 (58)
2	18 April - 30 June	11	54	3 + 1	50
3	24 July - 29 September	10	50	2	48
4	9 Oct - 6 (8) Dec	9	43 (45)	0	43 (45)
	Total	43	205 (209)	6 + 2	197 (201)

Source: National Education Policy Act: 2017 school calendar for public schools

Table 12 above illustrates the number of school days per week per term for the year 2017, as published by the Department of Basic Education. The table shows that the number of school weeks and days decreases every term by approximately one week. Additionally the table also highlights the public holidays that also take away contact time at school. Hence, CAPS do not take this into account looking at the prescribed time tables designed for each subject per week.

The following table will give a breakdown of foundation and intermediate phase time allocations per subject according to CAPS. The researcher will confirm through these two tables with the experiences of teachers in the classroom based on the data analysis during the field study.

Table 13: Time Allocation for Foundation Phase in CAPS

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language	2/3	2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
Beginning Knowledge	(1)	(1)	(2)
Creative Arts	(2)	(2)	(2)
Physical Education	(2)	(2)	(2)
Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

Source: Reproduce from DBE (2012)



Table 13 above illustrates the instructional time in the foundation phase. This refers to the amount of hours teachers should teach the prescribed subjects as tabled above. The above table, according to CAPS, shows that teachers in Grades R to 3 should be teaching (instructional time) between 23 to 25 hours per week.

The foundation phase has four subjects. However the Life Skills subject is broken down into three subjects that should be taught and assessed separately and combined at the end of the term as one subject.

Table 14: Time Allocation for Intermediate Phase for CAPS

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	4
Creative Arts	(1,5)
Physical Education	(1)
Personal and Social Well-being	(1,5)
TOTAL	27,5

Source: Reproduce from DBE document (2012)

Table 14 above illustrates the instructional time in the intermediate phase. This refers to the amount of hours teachers should teach the prescribed subjects as tabled above. The above table shows according to CAPS that teachers in Grades 4 to 6 should be teaching (instructional time) 27.5 hours per week.

Thus, the intermediate phase has six main subjects. However, Social Sciences consist of two subjects Geography and History. Although the learners will get a combined mark for Social Sciences, it is still being taught and assessed as two separate disciplines as outlined in the CAPS document. Further, Life Skills is also braked down into three subjects that should be taught and assessed as separate and combined at the end of the term as one subject but is technically ten subjects in total.

Looking at the above time allocations, the researcher did the math calculations and found the following very interesting. The time allocated in the above table from CAPS comparing to the time allocation of the national department does not take into account learners who have learning barriers or other factors that might influence teaching and learning in a poverty stricken area. For

example at this school oversized classrooms and ill discipline were only two highlighted factors that hinder teaching and learning at the time of the research. Consequently teachers at this school missed out on teaching time and were at risk of not completing the syllabus and achieve educational functionings. Further, CAPS did not take into account the total assessments per subject and the administration of these assessments.

Foundation phase highlighted information the amount of work in terms of assessment required by CAPS especially for Home language which contributed to poor performances by learners due to time constraints. There was not enough time for teachers to help learners to get on the same level as the more affluent learners but still CAPS required that they be taught and assessed on the same content and at the same pace. This was confirmed during the interviews when FP2 explained that time was really something that counted against them because teachers did not have time to see or check whether the learner really understood what he/she was bringing across, and then the period is over. Teachers in the foundation phase commented as follow:

***FP -1-** ...CAPS has a time limitation for the something that needs to be taught. But before you can consolidate you have to go on to the next thing again so that is also one of the hampering factors.*

***FP -3** – I agree with my colleague ...it hampers you because now you can't really go on to the new topic if the child doesn't understand yet, because the previous concept has not yet been consolidated correctly.*

***FP-2** ...For English it's not so easy but it's difficult and more time, which you do not have and I mean that's just talking about one assessment task and we have 3 assessment tasks for Home Language and for Maths and it's just impossible to take each child on his own on his or her own level, sit with that child and to at least see what the child is capable of. Going through that whole task with each child it impossible. CAPS is impossible.*

***FPI-** I agree with my colleagues about the time constraints because also if you start in week 4 with your assessment and you have to cover the terms work, 8 weeks work... what about all the challenges we face with the learners?*

***IPI** basically we get the frame work from the Department in terms of time, when certain tasks must be completed*

Upon observation of lessons, I found that teachers had to teach a huge amount of content due to CAPS requirements, in a short amount of time and in all of the eight lessons observed. Tthe

period expired before the teacher could actually assess whether learners learnt something, understood what they had learnt and whether they had the ability to apply the knowledge.

The following factor supports the above findings as time is linked to the workload that is an unfreedom to teachers.

CAPS is too 'bulky'

Teaching time limitations due to curriculum pace requirements of CAPS and the volume of content were also identified as constraints. According to the chart 20% of participants felt that one of the factors, namely the bulkiness of CAPS teachers, a constraining factor for both FP and ISP both teachers in the foundation phase and intersen phase pointed out was that CAPS is too much work (bulky) with very little time to teach and consolidate the work. The foundation phase gave their view points as follow:

FP 4: CAPS in my opinion is too much work, too little time, too many interruptions and not on the child's level. About 5 out of 42 children are able to do a quarter of what CAPS prescribes to teachers. Three quarter of your class cannot keep up...it's impossible. To teach and learn eight sounds per day is not possible... not for the type of child we have here. Tomorrow it's another eight sounds and by the end of the week it is twenty sounds that the child must know and you haven't consolidated one sound yet, but you have to go on according to CAPS.

IP -1 ...you need to have x amount of writing pieces. It does not matter whether your child has really understood it...I would have loved to have the freedom to decide if my children are not capable to do 'parts of speech', how can they do writing if they can't do 'parts of speech'? I need to go back to 'parts of speech', I want to stay with 'parts of speech' for x amount of time and I want my children tested then on 'parts of speech' and leave the creative writing for when they are ready...like at the end of the term.

Look at the Home Language...we have we doubled up. We do a creative writing. If a child cannot do creative writing in task 2, what is going to change by task 2? Is he going to be able then to do the creative writing then? What have we done between task 1 and task 2? How have we addressed the problem in the creative writing? It all comes back to revision.

IP 2- Then, as I said before: there are too many assessments and the huge amount of work that CAPS is prescribing.

A lack of interest by learners

Learner attitudes and lack of interest in their school work is an unfreedom to teachers that hinders the capability to achieve educational objectives. These two aspects were confirmed during observation when some learners refused to answer questions or participate in discussions even though the teacher attempted to create a positive environment in class. Teachers in the intersen phase also mentioned that learners showed interest in their school work and some were not coping because they fell behind and could not keep up with the pace. Teachers in foundation phase added the following statements:

FP4- The children just look at it...some of them just close it and they refuse to work because it is too much work for one day besides your lesson that you have to prepare and you've got to do 2 pages in the DBE book which 80% of my children are not interested in.

IP 3...because you take such a lot of time trying to calm down the children and to focus...by that time there's approximately 15 minutes left of the period. Now your creativity is out by the window.

Learners not on grade level

Some learner repeated the grade and some were progressed with support. This also contributes to the discipline of the learners as they were not on grade level and the work became extremely difficult for them. During the observation in a Grade 7 language class the researcher noticed a case where learners who were not on the grade level disrupting the class because they have challenges with reading the given text. In the observation the researcher picked up that it was obvious that the learners knew who in the class could not read and write and they made fun of them. Further, the researcher observed the same incidents in three of the foundation phase classes. The learners in the foundation phase classes referred to the groups they were divided into and the learners in the weaker groups knew the learners make fun of them. Teachers highlighted the following:

FP 2 - ...there are times when you set out a lesson according to a CAPS document but not all the children are always on the same level, some don't have previous knowledge so now you have to go back and do revision before you can go on with the lesson as planned. So that hampers the time...

IP 2- *If I can just also add: The children is not in the expected grade level and that in itself is a huge challenge, because now we constantly have to go back to previous grades and we don't have the time to do that and that is very frustrating to do that, because now you expect learners to know certain things but they're just not interested in their academic work...they can tell you a lot of stories, they can even sequence a whole story that happened with the gang violence and who shot who and whatever, but just ask them to sequence a story that they were supposed to read then they can't do it...it's something totally different to them then. So some of them are not on the expected grade level and that is a huge challenge for us.*

IP 1- *There are learners in the class who aren't ready for the public school system and mainstream teaching because they're just not on that level and they were lost way back in the foundation phase already and they don't get the support from their parents, so you can't blame the curriculum, you can't blame teachers...it comes from the parents' side as well. When you find your child struggling with something, you as a parent need to intervene and try and support that child as much as you can.*

IP 1- *I think the only time that I would be liable for them to say it's my fault as an educator is if I have taken that child from grade 1. If I brought up that child from starting point up to wherever he is at that point, then surely you can be held liable. But, in our case it's just the passing of the buck. Passing of the buck one grade to the other...and when they come to the intersen phase, we only do mop up. Where others have maybe made mistakes...maybe the children did not grasp the concepts, etc., like if you look at a toddler... from the time when he is a baby to the toddler stage he picks up such a lot...he learns such a lot from his mother and that, so when he gets to 5 or 6 years old or there, he should be able to sponge because that's what they do... they should be able to sponge on us, so somewhere along the line, there is a big problem.*

Lack of resources

Many learners in class do not have the basic stationery and books to support learning and teaching. Hence, as mentioned in (Chapter Two), the CA focuses on the need to pay particular attention to what people are effectively able to do and to be, not focusing on the amount of resources available (Sen, 1985).

Teachers are frustrated with learners who come to school without a pen or pencil to write the work or do activities. This contributes to the discipline issues the teachers are facing on a daily basis. Therefore, using the CA, one could argue that the desire to teach was restricted by certain

dynamics rooted in a system that resulted into teacher unfreedoms. Teachers in both the foundation and intersen phase commented as follow:

IP3- *...then also the lack of resources at the school but not only at the school...also at their homes as well.*

IP 2- *...they don't have the resources, they don't want to make the time to collect resources. 's only a handful, say 5 learners that actually go out, find resources and bring them to class. Then I sit frustrated in class because what do I do with the 30 that don't have anything or don't even care to submit a task that they have to do. I mean these things become important when it comes to assessments and getting a score for the child, because they haven't done anything.*

FP2 *-I think the no-fee schools make parents greedier. Neither the parents nor the children appreciate what they get. Because they get writing books and all and they don't even take care of their books because their parents didn't pay for it, so I don't think that's a good thing for our community.*

The need for writing materials delayed teaching and learning at the school. During observation it was visible that many learners did not have pens or pencils to write down notes. While some learners had pens that were not working properly, others go to sharpen the pencil at the bin for almost half of the period. The lack of stationery and other material to write down notes was a capabilities unfreedom, as the teacher cannot complete the work as planned, which means the work must be done again taking up more time which the teachers do not have.

Finally, six out of eight participants agreed that the unavailability of other teaching resources is also a constraint. These resources include apparatus, the use of multi-media (computers, music players, overhead projectors, the internet etc.), text books, reading materials, posters etc. The teacher expressed her view as followed:

IP 2- *We have a huge problem when it comes to text books. Children don't have the resources to read from. We have to run and make copies and most of the time we run out of paper and that's the issue that we have. We also have a problem with the learners not thinking that textbooks are important and when they lose it, we don't get replacements for those textbook timeously. So that is a limitation.*

The reason why this was a constraint, was that it was noticed during the observation of the lesson planning and delivery of a language lesson where IP3 included playing a song to the learners that linked to the topic of the lesson. However, the laptop and internet would not work properly and

IP3 had to omit this activity from the lesson. Audio inclined learners who would have been highly stimulated were robbed of this opportunity.

The following chart highlights school factors that influence the implementation of CAPS.

4.3.2.1.2 School factors

The challenges teachers are facing were not limited only to the classroom, but the school operation as a whole also impacted on what was happening in the classroom. These factors were, too many meetings, unnecessary interruptions, feeding scheme, retention of teachers, subject responsibility and demonstration lessons.

Chart 2: School Factors Influencing CAPS

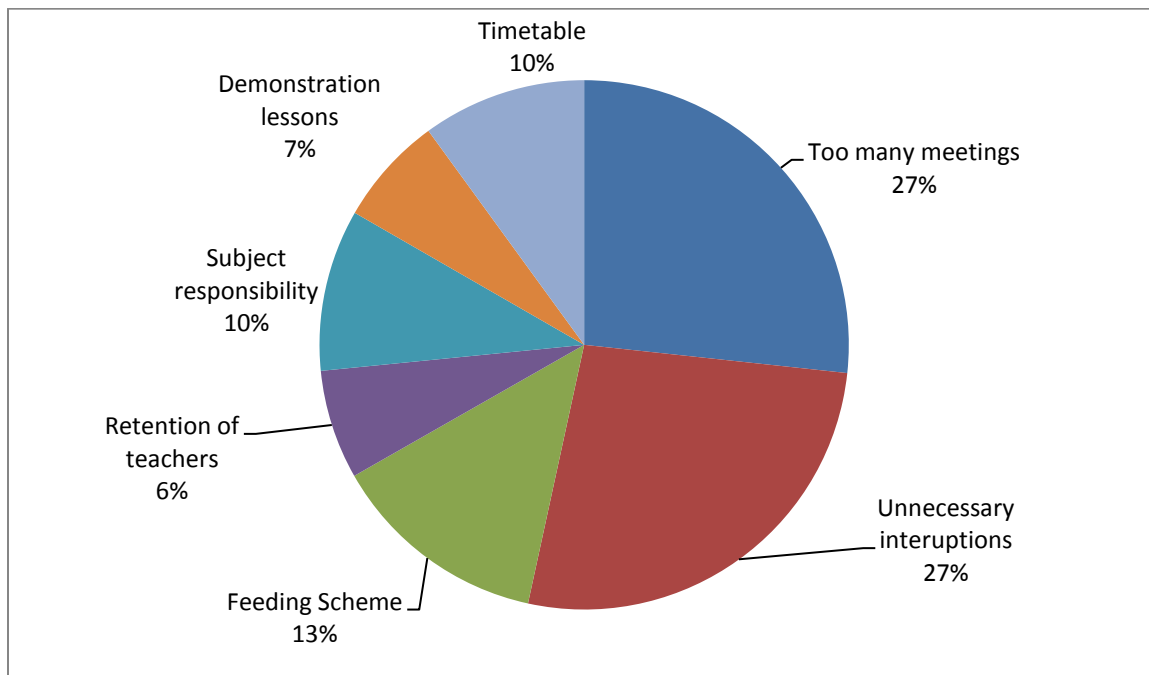


Chart 2 points out data from both interviews and observations. Teachers in both foundation phase and intersen phaser had many complaints about school factors which impacted the implementation of CAPS. Through observations the researcher had opportunity to validate the information gathered through the interviews.

Unnecessary interruptions

All the teachers highlighted the interruptions of teaching and learning time and made reference to a few factors such as the intercom that is used regularly for announcements that is not urgent.

Here are examples of the comments of teachers with regards to unnecessary interruptions:

***FP 1-** The interruptions is a big problem, the assemblies that we have, the intercom announcements, learners being sent around and the feeding scheme.*

***FP 4-** I think assemblies are interruptions and outside vendors coming to do promotions. Even the intercom is a big interference in lessons because the moment the intercom goes on, you immediately loses the child. Selling of things during periods*

***FP 2-** the interruptions like 15 years ago you could come into your class and you knew exactly what you were going to teach and it would happen that way but today there are so many interruptions that you do not have one single normal teaching day. It just seems that every day there's something else. It's just impossible to have even one normal teaching lesson in the class because of all the interruptions from everywhere.*

***IP-2** The other thing that I thought of while we were talking here, is the fact that from our management side: we do plan our day as to what we need to accomplish during the day but sometimes management impacts on that. You have an assessment that you want to do or you know what you want to teach for the day, you come from home, ready and then there are assemblies or someone is coming into the school to come and speak to the learners for hours on end and you're sitting there thinking: good heavens I have this lesson and once I miss a day...you know how it works guys, if it starts on a Monday and it's already Friday. So if you haven't done what you have to do, you will lag behind. That's one problem I have with sitting in assemblies for hours and hours and you don't get to do the work that you are supposed to teach.*

Too many meetings

The teachers also mentioned the unnecessary staff, grade or phase meetings on a regular basis and it keeps teachers at school until late. As a result, teachers are too tired to go home and work

because they have family responsibilities as well. Apart from teaching, teachers are required to do extra and co-curricular activities. This also adds to the workload of teachers, as they have to attend games and practice on certain days, with no extra remuneration. The following teacher commented as followed:

IP 1- ...Our time is so limited. At school there are meetings, such a lot of admin, such a lot of assessments that you have to attend to, then coupled with that that we mustn't forget also is the huge discipline problem that we have, especially in our impoverished areas in terms of the children.

According to Chart 2, 27% of participants spoke about the factors that impact on teachers teaching time. The researcher could detect the frustration of in the tone and facial expressions of teachers during the interview.

The feeding scheme

The school feeding scheme (SFS) is considered a positive initiative, because it tackles head-on socioeconomic disadvantage condition experienced by learners in poor schooling communities (Crouch & Mabogoane, 2008). It emerged out of a raft of policies designed according to the DoE's poverty alleviation model, which includes policies such as, the National Norms and Standards for School Funding (Department of Education, 2007).

A large group of the learners at this research site were dependent on a meal from the feeding scheme, especially in the Afrikaans classes. Many learners who came from poor homes were hungry, and only came to school because they could get something to eat. Even though the feeding scheme was a good intervention it was an unfreedom to teachers achieving their educational objectives and functionings.

Teachers mentioned that the feeding scheme at school was disrupting contact time because the learners who depended on meals from the feeding scheme had to leave class to go eat. Thus, the school had a time table on paper but was not used in practice as it was expected of teacher to allow the learner to leave the classroom because they had to eat. The unpredictable times of the feeding scheme was an unfreedom for teachers as it impacted on teaching directly. This also

resulted in learners losing out on work. The rest of the learners would see the learners leaving to the feeding scheme as an opportunity to go on.

Retention of teachers

Another burden for teachers was the fact that the school used as the research site failed to retain teachers as the school has a high number of teachers coming and leaving school. This on its own creates a gap for learners to misbehave. Learners struggle to build relationships with teachers as they don't last very long. As soon as a new teacher comes they become uncontrollable and difficult to teach. According to participant IP4:

...teachers don't stay at this school, because they leave as soon as they have to sit in unnecessary meetings every time ... yes and it looks as if we do not have a family or a life outside the school (sarcastic facial expression).

Subject responsibility

Teachers complained about the subject responsibility of teachers at the research site. Some teachers were expected to teach a subject which they did not specialized in. As a result teachers had to study the work before they could teach to the learners. This also added to the stress and workload of teachers: In the words of the following teachers:

IP – 3 ... certain subjects are allocated to certain teachers, so if I'm responsible for Home Language and Social Sciences, then I'm responsible to set up those lesson plans, so within the grade we decide what subject each one is responsible for.

The focus subjects at this school are Mathematics and Languages. Hence, at this primary school teachers teaching from Grade 1 to grade 5 do class teaching where teacher are expected to teach all the subjects required and prescribed by CAPS. As a result the subject responsibility is divided amongst educators in terms of lesson planning and assessment tasks.

Timetable

The participants in the intersen phase were frustrated with the timetable routine, which contributed to ill-discipline and influenced the teaching and learning process. At this research site, teachers are the ones rotating and moving from one class to another. The periods are 30 minutes. Teachers were frustrated because you cannot complete a lesson in 30 minutes when you

have to move from one class to another. The timetable changed often due to activities taking place at the school such as assemblies, mass sport and unscheduled guest speakers. This resulted into ill-discipline in the classrooms, making classroom management and effective teaching difficult for most teachers.

Demonstration lessons

Teachers mentioned the following regarding demonstration lessons:

IP2- Its good and well to do demo lessons on Fridays, but teachers only take a small portion of the learners that is approximately 4-5 learners for the demo lesson. Which is the ones that will behave. It's not a true reflection of what is happening in class really...

IP4- I agree and disagree with my colleague here... It is more like window dressing because you want to look good in front of your fellow teachers and obviously the principal...so you won't bring those learners who is disruptive or don't know anything...on the other hand it is just more work for teachers and we don't have the time.

FP4- I don't have time for this nonsense... I have done enough demo lessons with my studies with a supervisor to crit (criticize) me.

The responses to demonstration lessons gave the researcher the impression that they were not happy at all. Further, the responses highlighted the fact that teachers wanted to give an impression to one another that they had perfect classroom set up because they probably did not want to be judged or seen as incompetent in front of the principal and other staff members. However, during observation it was evident, in at least two classes, that behavior and discipline is a huge challenge for teachers at this school. The question for the researcher was whether this was helping the teachers or was it putting more pressure on the teacher?

4.3.2.2 Factors outside school relating to un-freedoms of teachers with implementation of CAPS

The challenges teachers are facing are not limited only to the classroom or the school, but the external factors in the community also influence what is happening inside the school and classroom. These factors are - poverty, lack of parental involvement, high crime rate, substance abuse, illiteracy of parents and wrong idols in the community.

The chart below provides insight of the outside factors influencing teaching and learning at school.

Chart 3: External Factors that Influence Implementation of CAPS

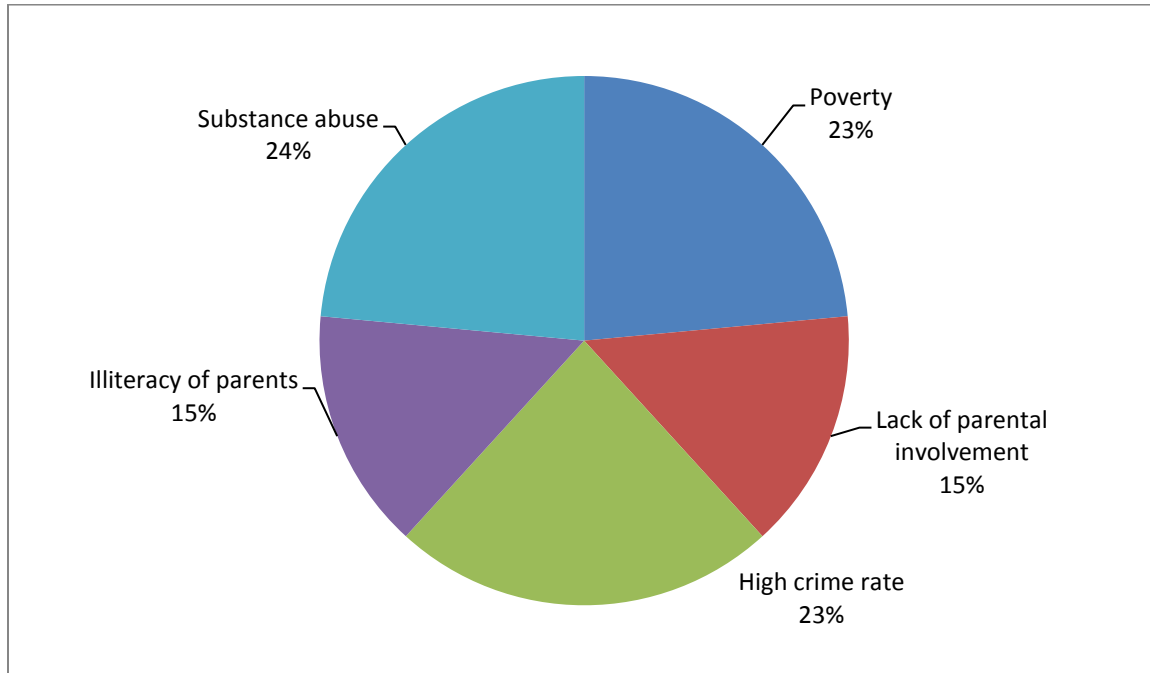


Chart 3 points out the data collected from both interviews and observations. Teachers in both foundation phase and intersen phase had many complaints about external factors which impacted the implementation of CAPS. The above chart illustrates the factors outside the school that had a direct impact on teaching and learning in class.

The data highlights that poverty in this community where the school is situated is one of the biggest challenges that impacts on the teaching and learning process. Poverty results in learners not having the basic resources to facilitate the learning and teaching process. The role of the parent was also highlighted as one of the biggest constraints. Lack of parental involvement particularly parents who cannot assist learners because of their illiteracy were identified as constraints. The exposure to violence and substance abuse was also another constraint that impacted on directly on learning and teaching.

Poverty

As highlighted in the above chart, poverty in this school community influences the daily practices of teaching and learning. This was also confirmed and highlighted in the literature in the work of Sen (see Chapter Two) whose view is that people and communities differ in numbers of ways, and as such, inequalities peculiar to them, may positively or negatively influence individual situations (Sen, 1992). Thus, teachers emphasized the poor circumstances of learners in this poverty stricken community which cripples the performance of learners and limit the educational achievements of teachers.

As mentioned in (ChapterTwo2), Sen (1992: 6) the CA considers individual spaces of schools, the capabilities of all role players, and the existence of freedoms and unfreedoms as fundamental in influencing the performance patterns of schools along individual, and different or distinctive lines. Therefore teachers in this community, the capability to teach and keeping up with CAPS are just dream to what is happening in reality. It can simply not be expected of teachers to continue with a curriculum while have learners who are pale because of hunger or did not sleep because of shootings in the area. Therefore, poverty can be seen as an umbrella to host different actions with various consequences which will impact on various stakeholders, in this case teachers, learners, the school and the community. Sen's view (see Chapter Two) confirms this and states that people and communities differ in numbers of ways, and as such, inequalities peculiar to them, may positively or negatively influence individual situations .

***IP 1-** You cannot just simply continue with work. Like this morning, I could see that a girl's lips were grey... she was hungry and I had to send her to the feeding scheme and they've got this pride in them...she didn't want to go to the feeding scheme so when the others were out of the class, I asked her if she wanted a slice of bread and she said: "yes miss". You can see how tired some of the children are because they don't get enough sleep because of the violence, drug abuse, gangsterism, inside the house. There are so many people in one house...sometimes there are about 20 people in a one or two-bedroomed house. That child therefore never gets a chance to relax, to sleep or just to be a child because of everything that's occurring inside his or her house.*

***IP3 -**Our school was classified as a no-fee school because of the surroundings and circumstances that our learners and parents find themselves in. Like most of them have social grants which tell you already that the little money or*

grants that they receive from Social Services is all they really have. The area is very poor,

***IP 2** -Poverty is their souls and their parents' souls at home and they just don't care teaching the children moral values, good behaviour, good manners...that is at the end of their list, because first of all its survival, it's to put something on the table and with that, also the kind of materialistic culture we've living in, the flat screen is now more important than buying a pen for my child or a pencil and all that. So yes, that plays a big role in the discipline as well because children just don't have regard for anything and it seems that we can't teach...we first need to teach them discipline and that takes a long time.*

***IP 2** ...so when you look at the child, some of them are very hungry, so you can't teach a child who is hungry*

Lack of parental involvement

The data analysis pointed out the lack of parental involvement in this school. Many learners at school come from single parent households or don't live with their biological parent and this has negative impacts on teaching and learning. For this reason, Sclafani (2004) is of the opinion that the involvement of parents in their children's education improves the academic achievement of learners. Teachers have to fill the role as a parent at school and this also delay learning and teaching because parents have little or no guidance and support at home. This finding are also in line with Mohamed (2004) view that states that parents also believe that it is not their role to assist children with their school work.

***IP 2-** ...but when you come to the class and you see the learner then you first need to have all the other roles...you need to be the mother, the father, you need to be the doctor, the psychologist, the priest...every other role than teaching. So before we can teach even, we first need to have all those roles in order to settle the children in. And by the time they actually settle down, the day is almost finished. So you can't really say that you have achieved what you wanted to achieve because of the realities of the circumstances of our children*

***IP2** - Learners that stay with the grandparents...no mother or father figure. 20% of these learners have to basically take care of themselves, grow up by themselves, feed themselves, clothe themselves and most of them do not even come to school because of the circumstances which they live under. Grandmother cannot cope with 5 grandchildren and that is one set of parents' children...there's no mother involved, there's no father involved. When the mother comes to visit her mother, she steals form the grandmother, she takes her money and food to go and sell for 'tik'. So it's ongoing...very traumatic for the children and grandmother simply can't cope anymore.*

IP 1...the fact that the parents show no interest...for them, the school is a no-fee school, so the school have to give...they don't see to their responsibility to see that the children have the basic resources and stationery to progress and do well.

Teachers also pointed out that they cannot give learners home work or to study because parents or grandparents cannot assist learners with their school work because of lack of knowledge and understanding of the curriculum and content. In other cases parents are absent and school work is not important. Teachers in both foundation and intersen phase commented as follows:

FP 2 - No, not assessment pieces. Even if we're doing adjectives tomorrow and we send things home for homework, many parents do not assist their children with homework...not in our community. They don't sit with our children like we would sit and do the work with them, so parental involvement in our community is very poor.

FP 4- And also the information load that the child needs to acquire is not possible because the parents are not always involved. So there is mostly no assistance for the child at home...we don't actually know what's happening out there. Grandparents are basically looking after the children at our school. That grandparent isn't educated to assist the learner, so that is also a problem for our learners.

IP 2 - If I may add to the previous speaker: If you look at our parents. We have very very very young parents and the parents cannot...and I don't think it's a matter that they don't want to, but I think that they can really assist us into helping the kids. They don't understand the Maths, they don't understand the English. They've left school early, they've gone through circumstances...it's like a revolving wheel where it just carries on from generation to generation.

High crime rate and Substance abuse

Teachers mentioned that crime is one of the biggest challenges and constraints for teaching and learning. The school is situated in the heart of a gang invested area where learners are exposing to a high degree of crime and violence on a daily basis. Teachers explained in the interview with big concern, and evidence of fear was picked up by the researcher that they fear for their own safety as well as the safety of the learners. Many days teachers cannot continue with teaching due to incidents that happened over the weekend or even during the week. Learners come to school and sometimes model this behavior that also influence teaching and learning.

IP2...when you come to class the realities of the circumstances of the learners...the area where we teach is very bad, if I may say so because there's a lot of gang violence and violence within the homes, drug and alcohol abuse,

IP 3 - there's a lot of gang violence, drug and alcohol addictions and all of those types of things, so there are a lot of social and economic issues...high rates of unemployment and if I look in terms of our school...yes, we are a no-fee school but yet there is still so many other responsibilities that the parents have to see to...they still need to buy books, stationery, etc. and in most cases the children come to school without a pencil and other basic stationery, even during test times. So in terms of that that, the children still don't have what they need, so I think that the school need to make provision for those.

IP 2 - I find in my class the children in my class are actually excited to tell the story about this one shot that one this weekend or uncle this and that were fighting with gangsters and when there are shootings, they don't run inside or away from the shootings, they run towards it to see what is going on.

IP 4 Ja, but in my class specifically, I never had children saying they are scared, because you can see how excited they are on a Monday to tell you about the weekend's violence and when you discuss certain things with them on the mat...they don't say: Oh we went to a party over the weekend...no they tell you about a body being discovered on the railway line or somebody was in an accident or they shot or stabbed that uncle, etc. That is their news they have on a Monday morning.

During observation of the lesson, the researcher was surprised to see that learners did have a pen or pencil to write with. Before the lesson and during the lesson some learners would get up and walk around to ask for a pen or pencil to write with. In the one class the researcher was sitting at the back where an argument broke out because the one learner took another learners pencil without asking. It was a whole commotion and the lesson could not start on time. There was a delay for almost the whole period because the teacher had to intervene. This was evident to what the teachers mentioned in their interviews about crime and violence. This shows that learners portray what they see in their communities. Consequently, learners are chained to a crime invested community that forces a variety of unfreedoms to education, and limits teachers who cannot deliver the type of education he/she most want to.

Wrong idols in community

The community the school is situated in contributes a great deal to unfreedoms at school. Learners model the behavior they see in their community and this impact on teaching and learning at school.

Hence, the data analysis made reference to the idols that learners have in their community. This supports Sen (1985) view (see Chapter Two), that it is important to consider the physical living conditions of a person when evaluating or analyzing that person's well being, because they are likely to influence certain decisions made or achievements attained. In this case learners aspire to be a gangster or become a drug lord because that is who they see as their role models. In their community they look up to these type of business people earning money through selling drugs. Education to some of them means so little or even nothing and this attitude of learners is a major constraint and unfreedom to teaching and implementing what CAPS aim which is to produce productive citizens in our country. The teacher commented as follows:

IP 2- The children model the behaviour that they see. They idolise the wrong people and for them, because of the circumstance they come across so-called leaders that would offer them money to do things, so for them getting just a little money to do something bad, is more important than really empowering themselves in order to progress in their academic work. So for them their mind-set is to survive. They already think what they are going to eat, or wear, so their mind-set is triggered by these circumstances. So we really struggle with discipline and the mind-set of learners because they clearly idolise the wrong people because of these circumstances, so they come with that mentality, they bring it into the class and that also limits our time because we have to struggle for 20 minutes to get them in before you can start your lesson. So gangster behaviour really impact teaching and learning at our school on a daily basis.

IP-4 I've seen it happen in my class where they model the behaviour that they see outside. They basically see bullying outside. A gangster is a bully and he bullies the people that don't have real power in their eyes. So when these children come to school, they start bullying because they feel they are powerful and that becomes more important than their academic achievement. If they can belittle someone else or try and dominate another learner while forming groups in class, then that's what they will do because it's socially acceptable because they see it outside...the young adults do it, so why can't they do it. So it definitely impacts on the discipline at the school.

Illiterate parents

The data also highlighted the illiteracy levels of parents and grandparents. Learners are exposed to books at homes and parents in the community drop out of school and become pregnant at a young age. Teacher IP3 expresses her few in the following way:

IP 3- the other thing is the fact that although there are libraries, but the parents don't take them there, or it's dangerous for time to go out and do research or to even go and get a book, they don't have the love for reading. It's not like in our time when our parents used to read these books, the Kyk, Ruiter in swart and those Afrikaans story books and I used to sit with him. I would scratch (on a little note) his head because I wanted to peek while I'm scratching his head...our children have no interest in the books, even magazines because magazines are the things that they start off with. A child of two or three years old will start paging through his/her mother's magazines and then start making contact with pictures, stories and words. They would then for instance make up their own little story...that is the start of reading. Now our parents don't have that.

4.4 Document analysis

As discussed in Chapter Two, 'The Catholic Institute of Education' (2010), states that CAPS represent an amendment to the (NCS) Grades R-12, so that the curriculum is more accessible to teachers. The aim is that every subject in each grade will have a single, comprehensive and concise (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. The key aim of CAPS according to (DBE, 2012) is to provide more specific guidance for teachers and teachers need to know what the level of difficulty is and how best to provide learners for the examination.

The document analysis revealed a few limitations and the researcher pointed that these limitations are more practical orientated in nature to what is really happening in the classroom when using CAPS.

As discussed in Chapter Two *The Catholic Institute of Education (2010)* provided the following background to CAPS. 'Numerous complaints and comments were received by the Minister of Basic Education in 2009 regarding the implementation of the NCS curriculum. Some of the main issues raised were:

- overburdening of teachers with administrative tasks that has led to teacher overload;
- different interpretations of the curriculum requirements across the country and in different schools; and
- growing levels of learner underperformance in literacy and numeracy.

The researcher looked at other limitations of the CAPS document and supports that there are gaps mentioned by The Catholic Institute of Education (2010).

The limitations of the CAPS have a direct impact on teacher performance and learner achievement and this is the realities of teachers inside the classroom. In the views of teachers during informal discussions, the following regarding CAPS were mentioned:

- CAPS documents does not make provision for the all e.g. 170 the teaching days set out in the school calendar set up by department;
- Neither provide or allocate time for revision consolidation, examinations and for the formal assessments;
- CAPS don't take into account public holidays, religious days or unforeseen interruptions beyond the school control;
- CAPS is a one shoe fit all approach without taking the context of the school and socio economic background of learners into consideration;
- Due to the lengthy year program in terms of weeks, the document does not address sufficient time for any assessments (formal);
- CAPS does not allow chunking of the content – it is expected that everything of the content must be covered within the weeks allocated;
- Risk that CAPS don't take into account is days after exams where learners don't come to school especially in disadvantaged communities; and
- Duplication of content but no time for consolidation

4.5 Discussion and Findings

This discussion allows me to establish whether the findings of this study confirm what the current body of knowledge on this area of research holds and or whether any new discoveries have been made in terms of thinking and reasoning skills and the factors that support and constrain the teaching thereof in primary schools.

As discussed in Chapter Two, Sen's view that people and communities differ in numbers of ways, and as such, inequalities peculiar to them, may positively or negatively influence

individual situations (Sen, 1992). Hence, the data analysis and findings supports this argument by Sen, as the data highlights the external factors in this no-fee school community that constrain teachers to achieve their educational objectives of teaching learners the curriculum.

Poverty in this school community stood out in this research journey had it has a huge impact on the capabilities of teaching and functionings as learning. The literature highlighted this and was evident in the work of Saith 2007(see Chapter Two) states that the capability approach provides a coherent framework for defining poverty in the context of the lives people live and the freedom they enjoy. This means that CAPS should be flexible for teachers to amend the curriculum to accommodate the context of the learner and school to achieve quality educational functionings by teachers. Therefore, CAPS should take the experiences of teachers in consideration and acknowledge working with diverse group of people means that the one size fit all approach is not going to work.

Frye (2005) linked poverty to the capability approach of Amartya Sen and emerged as capabilities poverty. In the document, the measurement of poverty in the South Africa project (2007: 26), Frye (2005) describes poverty as the capability approach as “the approach conceived of poverty as being absolute in the space of capabilities, referring to supposedly universal human needs with relation to nutrition, education, human dignity and participation in society, but relative in the space of commodities, resources and income that are required to realise those capabilities. Capabilities include such things as nutrition, shelter and the capacity to move from A to B and should be defined in absolute terms: the commodities required to meet them will be relative and depend on a particular society at a particular time”. The findings in the interviews pointed out that learners who come hungry to school and dependent on a meal from the school feeding scheme. Hence, a hungry child in class are not be able to pay full attention in class to the teacher while education at that point of time means nothing for the child who immediately needs food to fill an empty tummy.

The findings of the research provide evidence that the school is located in a poverty stricken environment. The researcher would like to reiterate that there can simply not be expected of teachers to continue with a curriculum while you have learners who are pale because of hunger or did not sleep because of shootings in the area. Therefore, poverty can be seen as an umbrella

to host different actions with various consequences which will impact on various stakeholders, in this case teachers, learners, the school and the community. Teacher commented the following:

IP 2- ...but when you come to the class and you see the learner then you first need to have all the other roles...you need to be the mother, the father, you need to be the doctor, the psychologist, the priest...every other role than teaching. So before we can teach even, we first need to have all those roles in order to settle the children in. And by the time they actually settle down, the day is almost finished. So you can't really say that you have achieved what you wanted to achieve because of the realities of the circumstances of our children

Sen (1992) further argues that diversity enable people/ institutions to progress differently even in circumstances where they have the same amounts of primary goods. Therefore, the accumulation of resources is not the ultimate determinant of a person's/institution's ability to achieve certain functionings (Sen, 1985,1999). The data also confirmed this because although learners might have resources for example teachers who are the biggest resource, but if they have no interest in learning it will become difficult for teachers to transfer the knowledge to the learners. The teacher expressed his view below:

FP4- The children just look at it...some of them just close it and they refuse to work because it is too much work for one day besides your lesson that you have to prepare and you've got to do 2 pages in the DBE book which 80% of my children are not interested in.

The ability to convert existing resources into achievable goals is determined by capabilities possessed by the person/institution concerned, and is influenced by both internal and external factors (Sen,1985). Hence, teachers have to follow a prescribed curriculum and have to cover all topics as set out in the policy document and achieve a prescribed educational goal an objective regardless of the ability and capability of the learners. Inclusive education strives that all learners can attend mainstream schools regardless of their impairments. For example, a learner who struggle with reading and writing takes longer to understand the work and also to complete the work at the same time as the learners who can read and write. Time is limited as teachers follow a time table everyday to cover all subjects. It is still expected of teachers to produce high pass rates regardless of the learners who struggle and work at a slower pace.

The CAPS curriculum requires different topics and content to be covered and the time is not always practical due to the amount of required assessment pieces that must also be covered. The

realities are, the teacher's experiences and realities are overlooked and alternative excuses such as under qualification by teachers are the reason why results are poor in public schools. Can learners be exempted from the work or should learners be treated as an entity that makes up totals in class? The question is: Can teachers cover all the prescribed content in the prescribed time allocation with learners who learn at a very slow pace or with learners who have extreme learning barriers in a mainstream school? Should teachers leave the content that she/he could not cover, or should teachers move on without considering learners with barriers. Thus, the capability to achieve the educational functioning is in question due to prescribed policy.

Sen (1987:36) refers to "...functionings as an achievement, whereas capability is the ability to achieve. Functionings are more directly related to living conditions and capabilities are notions of freedom which relate to real opportunities, to have well-being". Hence, Maarrman (2009) is of the opinion that capabilities are notions of freedoms that relate to a person's opportunities to lead a particular kind of life whereas functioning's more directly related to living conditions. This view is related to this particular study of freedoms and freedoms of teachers implementing CAPS in a no-fee school. If teachers were not limited by the CAPS document and had the freedom to bend the curriculum to fit the needs of the school context which will allow the teacher to achieve maximum functionings will directly improve not only the workload of teachers but the result of the learners in a positive way.

4.6 Conclusion

The foregoing presentation and analysis of research findings has demonstrated beyond doubt that the implementation of the CAPS is affected by factors within the school as much as external factors. Issues of poverty, crime, social backgrounds and financial factors, all play an important role in influencing the implementation of CAPS. Teacher perceptions play a significant role too, for example the fact that all teachers felt that, they were already overloaded in terms of their teaching assignments, the introduction of the CAPS made the situation worse. The implication of such perceptions is that the CAPS will always be viewed negatively by the very people who must promote and implement it.

The chapter also highlighted the considerations that teachers made during lesson and assessment preparation and the delivery of the lessons on a daily basis in class. Finally, an overview of the

factors which support or constrain teaching, thinking and reasoning skills were presented and analysed. The next chapter discusses such research findings, locating it within the capability sets of Amartya Sen and theoretical framework elaborated on in Chapter Two.



CHAPTER 5

RESULTS: NATURE OF CAPABILITY SETS OF TEACHERS

5.1 Introduction

The preceding chapter presented results, findings and discussion of the data collected through focus group interviews and classroom observation in the quest to explore the freedoms and unfreedoms of teachers implementing CAPS with teaching and assessment. As explained in Chapter Four, Chapter Five is an extension of the findings in the fieldwork relating to research question three: What is the nature of the capability sets of teachers when implementing CAPS in a no-fee school? Hence, the aim of this chapter is to assess the nature of the capability sets of teachers in a no-fee school located in a high-level poverty area in the Western Cape using the (CA) as the framework. The Capability Sets in the work of Sen 1992 (see 2.8 in Chapter Two) will inform the outcome of the capabilities of teachers with the implementation of CAPS. Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do or be (see 2.8 Chapter Two). Hence, the nature of Capability sets are based on classroom experiences and factors, which constitute the freedoms and unfreedoms of teachers when implementing CAPS as drawn from the data analysis. Further, the researcher compares the aspects of CAPS highlighted by the Catholic institution of Education (CIE) to this study to evaluate and expand the contributions this study can make to the findings.

The researcher measured the findings in the data analysis to the capability sets criteria as outlined in the work of Sen (see 2.8 in Chapter Two) to determine what the teachers are able to do and their experiences in the reality of the classroom when implementing CAPS. The researcher chose the capability sets relevant to the findings and context of the study because of the value and flexibility the CA allows researchers to choose their own Capability sets based on the individual spaces, goals and circumstances of a particular subject of study as stated by Sen (1989 & 1999). The researcher chose the following four (4) Capability sets to evaluate and explore the nature of the capability sets of teachers. The capability sets are as follow:

- Personal diversities;
- Particular needs interests and desires at a particular time;
- Relationship between primary goods and wellbeing/freedoms;and
- Spatial inequalities

The researcher chose the four capability sets listed above, because it is relevant to the findings in the data analysis. The first Capability set, 'Personal diversity' was chosen because it is relevant to the context of the study and specifically relating to the participants involved in the study. The second Capability set, 'Particular needs interests and desires at a particular time' was chosen because it confirms the link between the literature and the findings in the data relating to the capability of teachers teaching at a no-fee school with challenging factors. The third Capability set was 'Relationship between primary goods and wellbeing/freedoms' was chosen because interesting findings were drawn from the data analysis highlighting the dependency of wellbeing of a person or institution and primary goods. Lastly, the Capability set, 'Spatial inequalities' was chosen as the research site is relevant as described in the literature relating to capabilities of teachers given the environment and area the school is located in. The Capability sets embedded in the theoretical framework of the CA are discussed below.

Capability sets in the view of Amartya Sen

As explained above, Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do or be. These capability sets include; freedoms and unfreedoms, interpersonal and inter-social variations, personal diversities, systemic contrasts between groups, the relationship between primary goods and wellbeing, spatial inequalities, and particular needs, interests and desires at a particular time, individual variations (abilities, predispositions, physical differences etc., individually Valued Objectives and Group Valued Objectives (Sen,1992:27-28). Capability sets refers to the variations entrenched within the CA that was used in this study to explore and explain the nature of teacher capabilities and experiences inside a primary school at a no-fee school located in a poverty stricken area. Sen (1992) describes education in the following way:

- He views education as a basic capability, part of centrally important being and doings that bear crucial to well-being.

- The capability approach evaluates policies according to the impact on people's capabilities

This study focuses on only four capability sets relevant to the study as mentioned above. The explanation of the different capability sets was discussed in Chapter Two (section 2.8.3). The following section locates the capability sets through the findings and analysis obtained during fieldwork in an attempt to answer the research questions.

5.2 Locating Capability sets in answer research questions 3

The theoretical framework relevant to the study was The Capability Approach of Amartya Sen (1993). This approach is underpinned by two main ideas namely, (a) functionings and (b) capabilities. The Capability Approach as described by Sen, (1993:30) is concerned with evaluating a person in terms of his or her actual ability to achieve various functioning's as part of living and takes the set of individual capabilities as constituting an indispensable and central part of the relevant informational base of such evaluation. Hence, this study explores the functioning and capabilities of teachers in their classrooms using the CAPS curriculum as their guideline for pedagogical purposes and assessment. It examines and evaluates the freedoms and unfreedoms experienced by teachers when attempting to assist learners that might struggle with work attainment. Thus, according to Sen (1993), researchers having the free will to choose capabilities based on individual specificities can lead to more flexible and comprehensive interpretations and outcomes for research based individuals or individual institutions than can quantitative research. The views of the CIE (2010) in relation to CAPS and the capability sets are discussed below.

The Catholic Institute of Education (CIE) (2010) highlighted certain gaps in the CAPS Curriculum policy that raised concerns amongst teachers when they wanted to improvise to suit the needs of the learners in terms of teaching and learning as well as assessment. Furthermore, the CIE (2010) stated that CAPS was essentially introduced to provide teachers with guidance on how to work with the new documents. The work of Taylor (see 2.4 in Chapter Two) confirms the there is a gap in CAPS because teachers were not provided with guidelines as how to follow basic principles leading to assessment. The issue around assessment and work overload of CAPS was also found in this study (see Chapter Four). CAPS outlines the assessment tasks for teachers with the expectation of teachers to have applied different forms of assessment methods such as reading aloud, essay writing, oral and so forth to accommodate all learners regardless of their

educational challenges. Consequently, as mentioned by participants during the focus group interview, teachers' workloads increase which impact on their attitudes because of the burden they carry to complete the syllabus and assessment tasks on time. Therefore, the CIE (2010) concluded that the documents should specify to teachers the key concepts, depth, scope and range in each of the documents and should provide more guidance at the levels of cognitive challenges.

Participants FP 1 and FP 4 (see Table 10 in Chapter Four) confirm tensions around assessment tasks and mentioned the following regarding expected task and time frames;

***FP4**...but they start too early with assessment and the problem is that there are too many assessments. That is why we have problems. If we have one assessment for Maths in the eighth week, we can cover all the work but in the fourth week, they start with Home Language already and we did not even start the language. I think it's ridiculous to start assessment in the fourth week of the term. It takes two weeks for one Home Language assessment to finish and there are three assessments per term.*

***FPI**- I agree with my colleagues about the time constraints because also if you start in week 4 with your assessment and you have to cover the terms work, 8 weeks work... what about all the challenges we face with the learners...*

Another, response extracted from the interview with Intersen Phase in line with the above statement also highlights teachers' views regarding task and time frames is as follow;

***IP1** basically we get the frame work from the Department in terms of time, when certain tasks must be completed*

However, research conducted by the CIE (2010) shows that there is little use of assessment examples in the documents and the guidance offered on assessment varies from subject to subject. Some documents offer broad guidelines while others are more specific. This also contributes to the frustration of teachers. Responses obtained through focus group interviews confirm the statement from the CIE (2010);

In the view of IP1 the following is of importance:

***CAPS** is restricted... the department comes and say that you have an x amount of comprehensions, you need to have an x amount of writing pieces. It does not matter if your children really understood it...*

However, FP3 differs from the opinion of IP1 and the statement made by CIE (2010) in relating to assessments guided by the CAPS Assessment Policy is the following:

the assessment for me is fine because there's something for the weak child, the medium child and the clever child, so I don't have a problem with that. The weak child will never be able to do the rest. The medium child will also do whatever, but that is the situation in class and CAPS also makes provision for the above average child who will be able to get 100%, so I don't have a problem with assessment.

Conversely, IP1 mentioned that they received departmental papers but there appeared to be errors in the papers that needed attention and rectification. The comment was as follows:

we found a lot of errors in the departmental papers..we had to rectify some of it, but we are also restricted to what we do and also we have to look at Blooms Taxonomy where we need to cater for all different levels of learners, so even though a child can't read, there might be a multiple question where they can circle the correct answer. Hopefully they will get the correct answer.

Thus, I am of the opinion that the guidance of the departmental officials is farfetched in the sense that they gave predetermined papers with errors and expected methods of questioning but were not physically there to assist teachers with proper example as well as multiple examples that could enable teachers to choose from a variety of examples. I thus agree with CIE that guidance is very limited and proper examples of assessments are not forthcoming. In addition, it seems that the errors in papers indicate the lack of monitoring and quality control on the part of departmental officials who is responsible to ensure that high standards and quality of question papers are maintained.

Further, as mentioned in Chapter Two(2.6) The Catholic Institute of Education (2010) is also of the opinion that CAPS represent an amendment to the National Curriculum Statement (NCS) Grades R-12 and involves the following,

- *the curriculum is more accessible to teachers with the aim that every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details with the content that teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis.*
- *There is clear delineation of topics for each subject and a recommendation on the number and type of assessments per term.*
- *Outcomes and assessment standards were changed to be called topics and themes and learning areas became known as subjects.*

The CIE (2010) also highlighted key concerning issues relating to CAPS and is mentioned below;

- *The key aim of CAPS was to provide teachers with specific guidance where teachers have to know what the degree of difficulty is and how best to prepare for exams because it is not provided for in the CAPS documents.*
- *The guidance across subjects is very varied and the cognitive challenge dimension is only taken note of in some subject documents.*
- *The organizing principles of the particular curriculum are not spelled out.*
- *The curriculum documents themselves are all different and there has been no attempt to standardize these documents. In some documents there is no page numbering, making it difficult to follow its contents.*

Thus, in a nutshell, CAPS is prescribed by the National Basic Education Department with aims that seem possible on paper. In reality teachers experience difficulty with not only teaching the curriculum but also assessing learners to be able to have proof of the knowledge of a certain subject and the work attained over a period of time. The ongoing social and economic issues that also play a role in the teachers' experiences of a pedagogical practices namely teaching and learning as well as assessment were highlighted by respondents during the focus group interview. Teacher IP2 spoke to the impractical views and expectations of the departments and echoed her opinion as follows: *"when you come to class the realities of the circumstances of the learners...the area where we teach is very bad, if I may say so because there's a lot of gang violence and violence within the homes, drug and alcohol abuse"*.

Thus, CAPS could work perfectly for some teachers but totally could frustrate others. The questions therefore arise, namely:

- Is the current curriculum a matter of convenience for the national department of education because it is already adopted and assumable accepted in schools? or
- Is there hope that the current curriculum will be narrowed down in the near future to relief teachers from unnecessary administrative duties and more time for actual teaching and affording learners the opportunity to master needed skills to apply their knowledge of work attained?

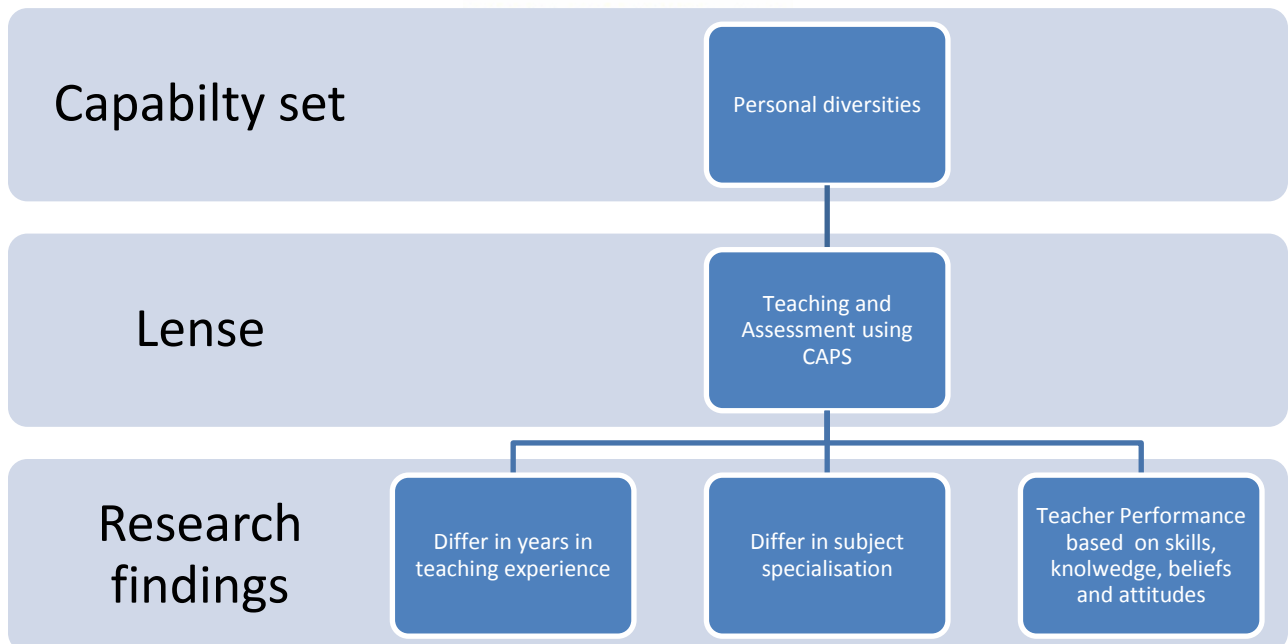
5.5 Assessing the Nature of the Capability Sets with respect to the CAPS curriculum in a No- Fee School

The figures regarding the chosen Capability sets that follow illustrate the nature of the Capability Sets of teachers relating to the teaching and assessment of CAPS. The evaluation is based on the findings in the research field work and the aim is to add a new explanation to the Capability sets based on the findings in the study.

5.5.1 Capability Set: Personal Diversity

Figure 2 illustrates the Capability set Personal diversity through the lens of teaching and assessment of CAPS. The figure also extracted findings from the data to assess the nature of the Capability set Personal diversity in the context of the no-fee school relating to teachers classroom experiences.

Figure 2: Personal Diversity



The Capability set *Personal Diversities* as illustrated in the above figure acknowledges that all human beings are diverse and we differ not only in external characteristics but also personal

characteristics which will also determine their capabilities. As defined in Chapter Two (2.8.3) Sen (1992) stated that the Capability set ‘Personal Diversities’ involves “human beings are diverse and we differ not only in external characteristics but also personal characteristics. We are deeply diverse in our internal characteristics (such as age, gender, general abilities, particular talents, proneness to illness, and so on) as well as external circumstances (such as ownership of assets, social backgrounds, environmental predicaments, and so on)”. Hence, the diversity of teachers will affect the way they perceive the CAPS document in both theory and practice. It will also influence and have a direct impact on teaching and assessment in classroom environments. In the analysis of CAPS the researcher found that CAPS is prescriptive and follows a one shoe fits all approach. Similarly, Taylor (2009) argues that policy designers are adopting a ‘one-size-fit all’ approach. While Taylor (2009) and other researchers saw the causes of underperformance in South African schools as multifaceted, it concluded that designing a flexible, transparent and negotiated allocations process would be a daunting task to improve school quality.

This study confirms what Sen (1992) says about the Capability set, ‘Personal diversities’. The nature of the Capability set; ‘Personal diversities’ are evident by the teachers in the study. What is interesting in this study is that the researcher extracted the following elements regarding the nature of teachers’ personal diversity through the analysis and findings. It includes the following:

- Teachers differ based on their years of experience in the teaching field;
- Teachers differ based on their subject knowledge and specialisation;
- Teachers differ based on their teaching methodology;
- Teachers differ based on their performance, skills, attitude and beliefs;
- Teachers differ based on their motivation to be a teacher;
- Teachers differ based on their perception and classroom experience; and
- Teachers differ on their approach due to the circumstances and surroundings in which they teach.

The researchers’ observation regarding teachers’ ‘Personal diversities’ as bulleted above became evident whilst analysing the data to draw conclusions. Hence, the years of teaching experience of some teachers who have been in the trade for more than 20 to 40 years can influence the implementation of CAPS. For the reason teachers might struggle to adapt with the CAPS curriculum as mentioned in Chapter Four (4.3.1.2). It is arguable that teachers who have many

years in the teaching profession came through the changes of various curriculums in South Africa and this might have influenced their views and perceptions regarding implementation of CAPS. Further, many teachers might find it difficult to accept changes and do things differently because they were used to their way of doing things.

Furthermore, the way teachers transfer knowledge to learners differs. This is due to not only years' experience or the subject knowledge but also individual abilities and personalities to keep learners focused in order to ensure knowledge is imparted to them. However, at this research site as mentioned in Chapter Four, it was found that teachers were trained in certain subject fields but teachers were allocated subject they did not specialise to teach. Yet teachers are expected to produce good results and perform well under these circumstances. This leads to unfreedoms of teachers successfully implementing the CAPS document because school management decides the subject allocation.

This research site as mentioned in Chapter Three is located in a poverty-stricken area. This contributes greatly to the success of both teaching and learning. The 'Personal diversities' of teachers influenced how they handled situations occurring in the classroom. For example, what emanated from the study was that learner's behaviour was directly related to the activities they were exposed to in their communities (wrong idols in community 4.3.3.2). I am of the opinion that one teacher can decide to look beyond the call of teaching duties and try to change the mind-set of the learner, while another teacher might feel that her/his responsibility is to teach the curriculum.

On the part of the learner, the dependence on the school for food also influenced teaching and learning. As explained in Chapter Four that learners came to school because they were provided them with something to eat. Some learners appeared shy when they are called to the feeding scheme because of what the teacher and other classmates would say. Therefore, the lack of learner interest in teaching and learning will be evident as the example in the community of high levels of poverty, which means improper nutrition may disable learners to focus or concentrate in class.

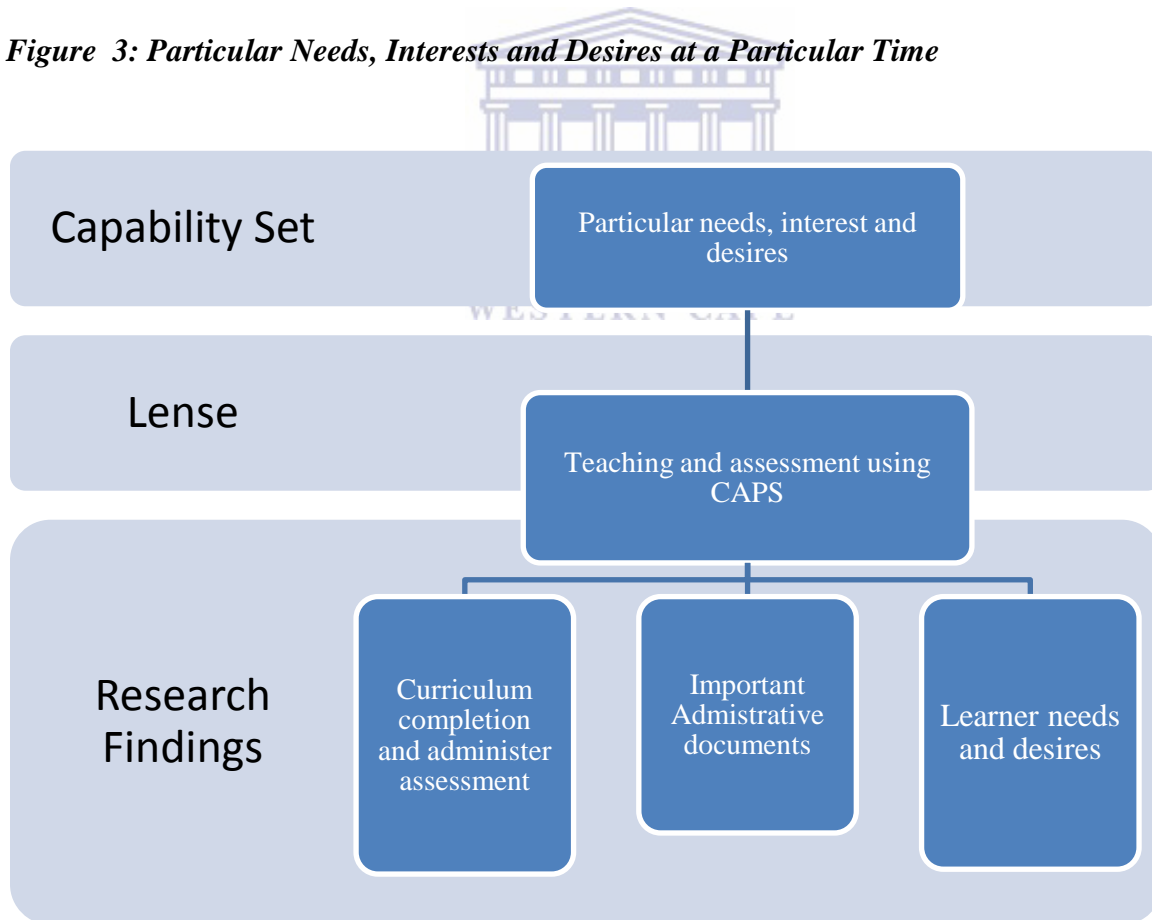
Hence, personal diversity is one of the factors that impacts on teachers' way of teaching and the interpretation and perceptions of teachers around CAPS. In addition, the diversity of learners in

the class determines the successful outcome of teaching. As the curriculum moves more towards inclusive education in class, teachers battle with including all learners, which could be a daunting task when CAPS on the one hand expects teachers to include diverse learners and at the same time follow a syllabus that is not in reality practical due to the bulkiness of CAPS (4.3.2.1). Some teachers' attitude might be negative and their approach to executing teaching under these circumstances might be to look good on paper but not doing anything in reality to help the child.

5.5.2 Capability Set: Particular needs, interests & desires at particular time

Figure 3 illustrates the Capability Set, 'Particular needs, interests & desires at a particular time' through the lens of teaching and assessment of CAPS. The figure also extracted findings from the data to assess the nature of the Capability set 'Particular needs, interests & desires at particular time' in the context of the no-fee school relating to teachers classroom experiences.

Figure 3: Particular Needs, Interests and Desires at a Particular Time



The Capability Set '*Particular needs, interests & desires at particular time*' as portrayed in Figure 3 is extremely important when evaluating unfreedoms and freedoms of teachers when

implementing CAPS. Sen (1992) describes this Capability set as ‘the difference in focus is particularly important because of extensive human diversity. Two people can have the same primary resources but their needs and desires may differ at a particular time. For example a disabled person cannot function in the way an able-bodied person can, even if both have exactly the same income’.

This study confirms what Sen (1992) says about the Capability set ‘Particular needs, interests & desires at particular time’. The nature of the Capability set is evident from the teachers in the study. What is interesting in this study is that the researcher picked up the nature of teachers’ particular needs, interests and desires at particular time in the following way that could be influenced by the following elements:

- Teachers are there to implement prescribed curriculum and administer assessment;
- Teachers need to complete administrative duties for school visits;
- Learners might need a meal to eat; and
- Learners might look for safety and security, a place to belong

The research found that the reality of teachers in class as found in the research is the demand of their teaching work and the overloaded administrative duties. Consequently, teachers were forced to cramp work in order to complete the curriculum at the cost of the learner who at times did not yet grasp a concept. Due to time constrains both teachers and learner work was under pressure. The foundation phase teachers highlighted the following in terms of the above statement.

***FP 1-** ...CAPS has a time limitation for the something that needs to be taught. But before you can consolidate you have to go on to the next thing again so that is also one of the hampering factors.*

***FP 3 –** I agree with my colleague ...it hampers you because now you can’t really go on to the new topic if the child doesn’t understand yet, because the previous concept has not yet been consolidated correctly.*

***FP4**...is too much work, too little time, too many interruptions and not on the child’s level. In her experience as quoted “about five out of 42 children are able to do a quarter of what CAPS prescribes to teachers....The three quarter of your*

class can not keep up...it's impossible. I feel there's too much to do and the lesson planning is too bulky for what you must achieve for one day".

However, this impact on learner performance as learner results reflected many times poorly, but the initial problem starts with the bulkiness of the curriculum as well as the limited time for teaching and assessment. Hence, teachers interest desires and needs were to complete the curriculum despite learners not being at the expected level. The question arises: Who is to blame for lack of consolidation and poor results essentially as teachers is prescribed through the set out curriculum based on the expectation and time frame of each concept allocated by the CAPS document?

IP 2 explains the above statement as follow:

...according to the Curriculum Advisor (CA) who checks your progress, they don't understand why you are behind...they say they do understand but they don't really do and they don't take cognisance of what you are telling them. It's just like you know what, we are doing our work, you must do your job and your job is to complete that set of work, irrespective of whether the children understand the lesson or not and that is what's currently happening.

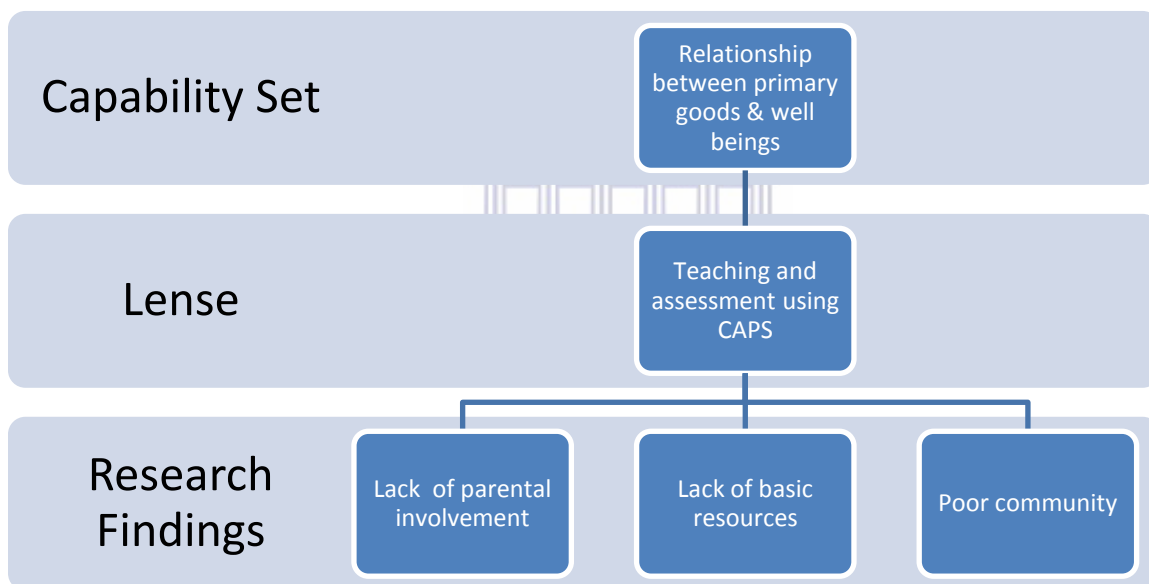
The researcher is of the opinion that it is of utmost importance that the context where the school is situated is taking in consideration when designing or changing a curriculum in a country. Poverty is a reality in many areas in the Western Cape, and is a contributing factor, not only to learner performance but also to teachers teaching in a classroom. It is arguable that the needs, interest and desires of learners coming to school at a particular time might not to learn school work but to get a meal from the feeding scheme or for safety purposes. Consequently, their focus in class, while teachers are teaching might not be there. As one teacher in the interview said that, it can simply not be expected of teachers to continue with a curriculum while you have learners who are pale because of hunger or did not sleep because of ongoing gang violence in the area.

IP 2 -Poverty is their souls and their parents' souls at home and they just don't care teaching the children moral values, good behaviour, good manners...that is at the end of their list, because first of all its survival, it's to put something on the table and with that, also the kind of materialistic culture we've living in, the flat screen is now more important than buying a pen for my child or a pencil and all that. So yes, that plays a big role in the discipline as well because children just don't have regard for anything and it seems that we can't teach...we first need to teach them discipline and that takes a long time.

5.5.3 Capability Set: Relationship between primary goods and well-being / freedoms

Figure 4 illustrates the Capability set, 'Relationship between primary goods and well-being / freedoms' through the lens of teaching and assessment of CAPS. The figure also extracted findings from the data to assess the nature of the Capability set Relationship between primary goods & well-being / freedoms in the context of the no-fee school relating to teachers classroom experiences.

Figure 4: Relationship between Primary Goods and Wellbeing/Freedoms



The Capability set *Relationship between primary goods & well-being / freedoms* in Figure 3 concentrates on the relationship between available resources and individual functionings. Sen (1992) states

the relationship between primary goods (including income) on the one hand and wellbeing on the other hand may vary because of personal diversities in the possibility of converting primary goods (including income) into achievements of well-being. For example, a pregnant woman may have to overcome disadvantages in living comfortably and well that a man at the same age need not have, even when both have exactly the same income and other primary goods.

This study found that many learners come to school without basic resources such as writing books and pens. During the observations at the research site it became evident that school, expect parents to buy stationery and books regardless of the fact that the school was declared a no-fee school. The teacher echoed her opinion regarding the no-fees school element as follows:

IP3 -Our school was classified as a no-fee school because of the surroundings and circumstances that our learners and parents find themselves in. Like most of them have social grants, which tell you already that, the little money or grants that they receive from Social Services is all they really have. The area is very poor.

Yet, the lack of parent involvement and in some cases absence of parents, which is technically also a resource, disables learners to bring the stationery to school. Teachers struggle with learners who cannot copy work in their books due to the fact that they do not have a pencil or book. This also influences the capability of teachers to complete the heavy workload demanded by CAPS. Learners are required to do projects and practical tasks for subjects like social sciences and natural sciences respectively who require research on the internet or going to a library. It is extremely difficult on the teachers as learners do not have access to the internet or they cannot go to a library because of violence and shootings in the area. This leads to unfreedoms of teachers completing that part of the work.

The lack of parental involvement in poor communities is also a reality. (see Chapter Three) Many children are looking for acceptance and love from a parent. Being at school and having a teacher that cares gives to some extent freedoms to learners that they belong. Teachers have to perform many roles and responsibilities other than teaching which is not officially stipulated in their job description but in practice they have to do it. For example, in the case where the learner did not eat or was traumatized by a shooting in the area, the teacher had to assist the learner in that regard to find either something to eat or external support for the learner. Consequently, the capability teaching is hindered, as teachers have to see that the learner is well which also takes up of teaching time. The following teacher comments and exemplifies the above statement:

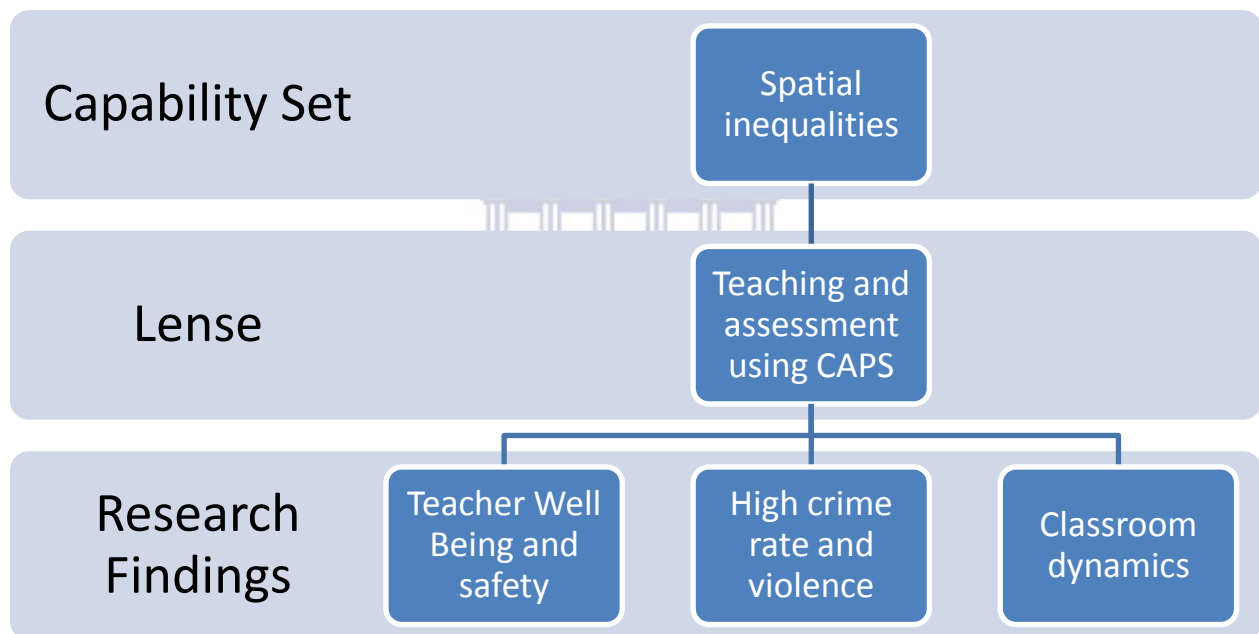
IP 2- ...but when you come to the class and you see the learner then you first need to have all the other roles...you need to be the mother, the father, you need to be the doctor, the psychologist, the priest...every other role than teaching. So before we can teach even, we first need to have all those roles in order to settle the children in. And by the time they actually settle down, the

day is almost finished. So you can't really say that you have achieved what you wanted to achieve because of the realities of the circumstances of our children.

5.4.4 Capability Set: Spatial inequalities

The following Figure 5 illustrates the Capability Set, Spatial inequalities through the lens of teaching and assessment of CAPS. The figure also extracted findings from the data to assess the nature of the Capability set, spatial inequalities in the context of the no-fee school relating to teachers classroom experiences.

Figure 5: Spatial Inequalities



The Capability set '*Spatial inequalities*' in Figure 4 highlights that some spaces are traditionally associated with claims of 'equality' in political, social, or economic philosophy. Further, it emphasises that we live in different natural environments - some more hostile than others. The societies and the communities to which we belong offer very different opportunities as to what we can or cannot do (Sen, 1992). This research site appears to have many elements of inequalities based on the socio-economic background with learners and the community they

reside in. Thus, the school in the research site shows evidence based on the spatial inequalities and surroundings.

The nature of the Capability set; ‘Spatial inequality’ in the study found the following:

- Teacher wellbeing and safety;
- High crime rate and violence; and
- Classroom dynamics.

As mentioned above ‘Spatial inequalities’ results in circumstance of teachers whereby their safety and well-being is compromised due to the hostile environment the school is situated in. Teachers in many instances fear for their lives because of constant shootouts between gang rivals. In the interviews there was evidence of teachers explaining concerns, and evidence of fear was picked up by the researcher during the focus group interviews that they fear for their own safety as well as the safety of the learners. Many days teachers struggle to continue with teaching due to incidents that happened over the weekend or even during the week. Learners come to school and sometimes model the behaviour they are exposed to on a daily basis and that could also influence teaching and learning. This could not only impact on their teaching time but on their psychological and emotional state of mind. As in the views of teachers, they expanded on the statement regarding gang violence and safety of teachers and learners. Their comments were as follow: **IP 3** - *There’s a lot of gang violence, drug and alcohol addictions and all of those types of things, so there are a lot of social and economic issues...*

IP2...when you come to class the realities of the circumstances of the learners...the area where we teach is very bad, if I may say so because there’s a lot of gang violence and violence within the homes, drug and alcohol abuse,

The classroom dynamics at this school in terms of teacher-learner ratio appeared to be very challenging for teachers. As teachers mentioned in the focus group interviews, big classes made it difficult for teachers to teach and for learners to learn. This could affect discipline because the class couldn’t take so many learners in a given space. From classroom observation, it was confirmed that classes were indeed overcrowded and hampered the teaching of thinking skills, as the teacher could not facilitate group work or pair work activities with all the learners due to the amount of time it would take to do so. Thus, some learners are always missing out on

opportunities for mediation, interaction, engagement and individual attention based on learner needs with the teacher.

During the lesson observation, the researcher observed that the teacher struggle to organize the classroom and the seating arrangement. There was too little space to accommodate all the learners and to form groups that were too small and manageable. These cramped classrooms represented, and continue to represent and create, unfreedoms for teachers and learners in different ways. Some spaces are traditionally associated with claims of ‘equality’ in political, social, or economic philosophy.

Language is another aspect of diversity only to this research site but also throughout South Africa which is deeply rooted in spatial inequalities. During classroom observation, the teacher picked up in an English class that the learner spoke Afrikaans. This is a huge challenge for teachers as it may contribute to learners not understanding the work and results in them falling behind. In addition, the learners in this poverty-stricken community speak their own dialect and use ‘slang’ because it forms part of their identity and represents the community they come from. However, during the analysis of CAPS, it became evident that the document does not cater for teaching or assessment using ‘slang’ but rather a standardised version of teaching and learning. As a result, many learners who write the way they speak could encounter serious problems with regards to their academic performance and results.

Further, learners’ constant exposure to violence and substance abuse could be a determining factor in terms of their attitude towards and involvement in learning and teaching. The reason for this statement is because learners appear to be inspired by the wrong role models and aspire to become either gangsters or drug bosses. It is arguable that learners are attracted by the wrong people who have money and clothing that the young children wish they have. The attitudes learners portray due to their circumstance can influence the discipline of learners in class amongst each other and towards the teacher in class in the way they speak and conduct themselves. As a result, more learners are at risk of repeating the grade or have repeated the grade already. This can affect the teaching and working pace, and time allocations prescribed by CAPS. Teachers have to spend a lot of time getting learners to focus and pay attention and that hinders teachers’ capability to successfully implement and meet the requirements of CAPS

5.6 Summary

The fifth chapter made use of capability sets to demonstrate how various factors within the school deprived schooling communities thereby becoming teacher unfreedoms, limiting their abilities to teach and achieve educational functionings, especially when looking at the high and evidently unrealistic demands of CAPS.

The Capability sets clearly demonstrate that diversity of human beings cannot be served by the ‘one-size- fits- all’ approach by CAPS. It also acknowledges the relationship of resources and achievement, as the absence or deficiency of resources hampers both learning and teaching. The chapter emphasizes how unsuitable the ‘one-size-fits-all’ approach used for teachers, is in the assessments used by schools.

Teaching is not influenced by the teachers alone but also by contributing factors which are affected by internal and external factors at the school. The teachers at the school (case study) differ on a number of professional and social aspects, such as their years in teaching experience, beliefs and perceptions around teaching with CAPS. Learners also differ on a number of aspects such as, the way they learn, language they speak, age in a grade, self-image, self-esteem and cognitive level. The diversity of both teachers and learners are unfreedoms to some extent in terms of implementing CAPS for teachers.

The following chapter gives a brief overview of the findings and conclusions drawn from the study as well as the implications and recommendations for stakeholders.

CHAPTER SIX

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

6.1 Introduction

This final chapter provides a brief summary of the aims of this research project, the methodology employed and analysis of the data, as well as an overview of the key findings of this research. A short summary of the strengths and limitations of this research are presented as well as recommendations for further research. Hence, the primary question that drove the research was: “What is the nature of the capability sets of teachers using the CAPS curriculum in a no-fee school in the Western Cape?”

The CA of Amartya Sen was the vehicle to drive this study. This approach is driven by two ideas, (a) functionings and (b) capabilities. The Capability Approach as described by Sen, (1993:30) is concerned with evaluating a person in terms of his or her actual ability to achieve various functioning's as part of living and takes the set of individual capabilities as constituting an indispensable and central part of the relevant informational base of such evaluation.

This research used the qualitative approach and a case study research design was chosen. The approach and design chosen was effective for the researcher to establish the freedoms and unfreedoms highlighted by teachers through various data collected methods. Further, one school was selected as a research site and eight participants which included four in the foundation phase, and four in the intersen phase were selected to assist the researcher in the quest of answering the research questions mentioned above. The data collection instruments selected to collect the data included classroom observations of lessons, lesson plan and assessment task, focus group interviews and document analysis. The following subsection explains in depth, the findings and analysis gathered through the data collection method.

6.2 Main Findings

The findings of this study could be used to inform the need to strengthen management practice by the SMT in this school, as well as for policy makers and the Department of Basic Education.

The main findings, which emerged from this study, relates to:

1. Freedoms and unfreedoms of teachers with the implementation of CAPS;
2. Factors influencing the implementation of CAPS; and
3. The nature of capability sets of teachers.

Further, the following findings emanated from the literature consulted:

1. Taole (2013) states that teachers are the main agents in curriculum review. As a result, they have to be the main source of analysis and evidence when a new curriculum is introduced.
2. Teachers' views on curriculum innovation and the curriculum implementation process are imperative in ensuring the success of a curriculum. Thus, it can be argued that the teachers' beliefs and conceptions are important in shaping and strengthening the curriculum development process in a country.
3. Cuban (1993) however, states that if teachers' viewpoints are not taken into account when a new curriculum is introduced, there would be a mismatch between the official curriculum prescribed by the curriculum developers and the actual curriculum taught by teachers in their classrooms.

In relation to the literature, I gathered the following findings from the fieldwork:

It appears in the study that participants unanimously agreed that CAPS is too 'bulky' and creates work overload for the teachers. Another concern highlighted by participants is time limitation and allocation to practice CAPS. They mentioned that CAPS is unrealistic and teachers who teach in disadvantage communities' struggle to keep up with the demands of CAPS. More concerns raised by teachers were as follows:

- CAPS is a 'one -shoe- fit- all' approach without taking the context of the school and socio economic background of learners into consideration. CAPS is a project driven with the aim to inculcate a culture within learners to explore and find out things for

themselves, yet many of these learners coming from a poor community do not have their basic needs covered nor the needed resources to allow them to embark on a explorative journey. Further, the risk that CAPS do not take into account is days after exams where learners don't come to school especially in disadvantaged communities

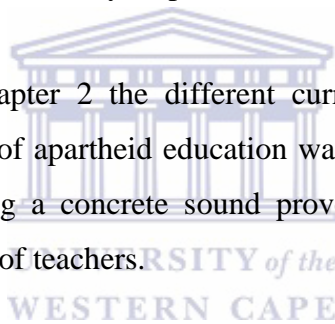
- CAPS documents do not correspond with the teaching days set out in the school calendar set up by national department. The number of weeks highlighted in the CAPS documents excludes the number of days for assessments as well as public and religious holidays. Also, it do not consider contributing factors such as sports days, charity groups visiting schools and so forth causing interruption on the teaching and learning. Further, CAPS does not cater for outside factors such as gang violence, poverty resulting in high absenteeism rates from both teachers and learners.
- CAPS does not provide or allocate time for revision consolidation, examinations and for the formal assessments. This confirms teachers' views as mentioned in Chapter Four and Five regarding the work overload and bulkiness of CAPS. Further, CAPS is set on a two-week cycle where teachers need to teach certain aspects of the curriculum and often repeat the same concepts for the term. CAPS does not allow 'chunking' of the content – it is expected that everything of the content must be covered within the weeks allocated.
- Due to all the above-mentioned interruptions, it becomes difficult to complete CAPS in the set time given by the department of education and assess many tasks in short period of time. Hence, due to the lengthy year programme in terms of weeks, the document does not address sufficient time for any assessments (formal).
- In addition, CAPS does not allow teachers to conduct remedial exercises, especially subsequent to examinations and assessments. Due to time constraints assessment pieces cannot be completed for inspection by curriculum advisors. Thus, learners do not get opportunity to see their mistakes because of the fear that the task might get lost.

- CAPS do not prepare learners for the world of work and there are no correlation between content at school and the reality in the real world. CAPS does not allow mastery of content nor does it allow learners to become critical thinkers and does not encourage sound decision-making skills. CAPS does not cater for learners with language challenges while South Africa is a diverse country with eleven official languages yet learners are being assessed on the same level regardless of their challenges.

Observing the above concerns, the researcher is of the opinion that when changing a curriculum in a country the following should be considered:

- The context of all the stake holders;
- The implications of the change; and
- Such a drastic change should initially be piloted, before being approved;

The researcher highlighted in chapter 2 the different curriculum reforms in South African education. The idea of getting rid of apartheid education was a very good idea but throwing an old curriculum out without having a concrete sound proven curriculum to replace it, could contribute to the negative attitudes of teachers.



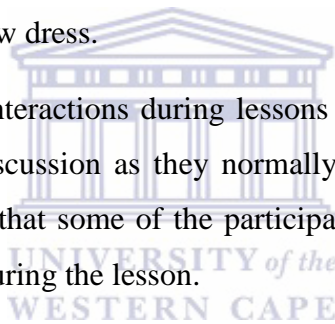
Looking at the South African context currently, there appears to be an increase of “Curro Schools’ as form of privatization of education. Thus, it could be argued that public education is taking a turn to its worse, where promotion and progression standards are dropped to make it easier for learners to go over to the next grade. The reality seems that the current education system prepares these learners to be inactive citizens in South Africa depending on government grants instead of working and contributing to the economy. CAPS is a document ‘nicely’ put on paper but seems to be impractical in reality as poverty rates are at its worse and crime and violence have risen to its height. In addition, the aims of CAPS appear to be more projects driven. However, the sad reality is that when the learner must do research for the project and needs to use the internet for information they are unable to complete the task because they do not have access to internet. Some of them do not even know where their next meal will come from. The aforementioned factors could all be determining factors that not only makes CAPS

impossible at times but could also contribute to teachers frustrations when trying to implement CAPS.

6.3 Implications

The strength of the study based on the focus group interviews were the willingness of participants to conduct interviews. Participants were allowed to respond in their own chosen language (as some spoke Afrikaans). This helped participants to respond more freely to the questions posed. The researcher has established a good relationship with all the participants, and this contributed to them not being anxious or uncomfortable. Strength of the classroom observations was that none of the teachers were uncomfortable during the lesson observation. All the participants presented the lessons as they normally would. This is could be regarded as a strength because as a researcher wanted to observe teachers presenting lesson in the manner that they generally do and not to window dress.

However, on the part of learner interactions during lessons observed was that learners did not respond to questions and class discussion as they normally would due to my presence in the class. An additional limitation is that some of the participants did not have the lesson plan or assessment tasks ready before or during the lesson.



6.4 Limitations

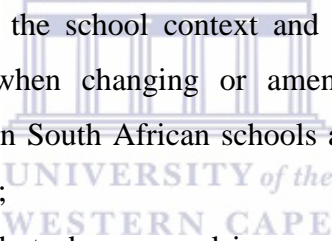
After analyses of the data and drawing on conclusions from the main findings in Chapter Four and Five the researcher made the following recommendations for various stakeholders.

Department of Basic Education

- The DBE should appoint more teachers and reduce class sizes. This might improve the successful implementation of CAPS as well reduce discipline challenges teachers may face on a daily basis;
- The DBE should bridge the poverty gap through quality education. Hence, it should priorities proper resources and funding to increase opportunities for learners in poor communities;

- The curriculum drive per subject should be designed and drafted according to the demand and requirements of the workplace. This means cut out unnecessary content prescribed by CAPS;
- The DBE should raise the standards of quality education and stop the current progression and promotion system as it produces non-productive citizens which is in direct contrast of the aims in CAPS;
- The DBE should offer workshops to teachers on how to make CAPS more practical, and
- It is recommended that the DBE should design a curriculum that fits the profile and meet the needs of our learners taking the diversity of culture, language and economic status into account. Education appears to be a capitalist approach because if a parent wants ‘better education’ for their children it means that they will have to be willing to pay for it.

Recommendations for Policy makers

- 
- Policy makers should take the school context and the realities teacher experience in classrooms into account when changing or amending the curriculum. They must acknowledge the diversity in South African schools and socio-economic challenges due to the remnants of apartheid;
 - The CAPS curriculum needs to be assessed in a specific manner, in order to establish whether the volume of content and expected rate of work is realistic. The repercussions on the teaching of thinking and reasoning skills need to be considered. If such assessments are done, CAPS should be reviewed;
 - CAPS should be designed to allow ‘chunking’ of the learning content by educators. This could enable teachers to design lessons according to learner needs. CAPS should thus be flexible to adapt to cater for learners with diverse learning styles;
 - Policy makers should plot teaching days according to the national school calendar to the requirements of CAPS. This will inform their choice of content amounts as well as number of assessment tasks lesser the amount of the content on teachers and learners;

- CAPS should be clearly designed so that it includes days and times to write the examination and to do revision. CAPS must make provision for the examinations and the completion of the examination administration;
- Policy makers should review the number of Formal Assessment Tasks in Languages. This is not practical for teachers because teachers have very little time to teach content and consolidate before assessing learners;
- Allow teachers to contribute and give input with curriculum changes, as teachers must implement the curriculum.

Recommendations for school principals and SMT

- SMTs should be more proactive in terms of the school context and learner needs. This means that SMT must use funding to enable learners academic abilities to ensure they will become productive citizens;
- Principals should not be too strict in terms of uniformity and embrace diversity of both teachers and learners;
- SMTs should establish the culture at school to educate and empower learners to become productive citizens
- SMTs should control intake amount of learners to avoid oversized classroom;
- SMTs should focus on achieving better results and ensure quality control through monitoring and evaluating processes;
- SMTs should make proactive decisions regarding protecting teaching and learning time as well as playing a key role in developing learners at the school to the best of their ability.
- SMTs at school should make decisions regarding protecting teaching and learning time as well as playing a key role in developing learners at the school to the best of their ability; and
- Leadership at school is vital to ensure the success of the school; hence the leadership structure at school should do a synopsis of challenges at school and inform the district and provincial department about it.

Recommendations for WCED

- WCED should stop systemic tests as this proves nothing accepts that there is something wrong with the system;
- WCED should review visiting time at schools and be more visible to support teachers instead of looking for faults and reasons to blame teachers for poor performance of learners;
- At a Provincial, district level and school level, the researcher strongly recommend that teachers should have freedom to adapt CAPS to accommodate the variety of learner needs in the context of the school;
- WCED should make a proposal to the national education department to adapt the curriculum according to the demand of the school context; and
- WCED should evaluate at the poverty level and socio economic status of learners at schools.

Recommendations for teachers


- Teachers from foundation phase and intersen phase should work together and not function as two separate phases;
- Teachers must share best practices as well as challenges and work together as a collective to find solutions to bridge the gap constraining them from doing their job properly.
- Teachers should change their mind-set and keep abreast with the inevitable changes to allow them to function better with their current circumstances;
- Teachers should manage their time well in terms of planning, preparation and administrative duties; and
- Teachers should do team teaching to help learners get use to other faces coming to class to observe so that their participation will be a normal routine irrespective who enters the class.

6.4.1 Recommendations for further study

This study found that the CAPS curriculum is a prescriptive form of curriculum that has a generalized approach of ‘one- size- fits –all’. The researcher has three recommendations for further studies to advance the understanding of the CAPS and teaching practices. The following questions that emanated from the study could serve as motives for further study:

1. How should the national curriculum or CAPS be adapted to accommodate the diverse demands of South African people?;
2. How can the curriculum cater better for the diverse groups of people in terms of language, culture and socio economic background? ; and
3. How can we make CAPS workable in poor socio economic communities?

6.5 Summary



This study has established that there are several factors inside and outside the school, which influence the implementation of CAPS during the teaching and assessment processes. These factors were divided under subheadings that included classroom factors such as overcrowded classrooms, teaching time limitations, CAPS too ‘bulky’, learners are not on grade level, lack of interest by learners and lack of basic resources. The school factors that were highlighted as unfreedoms for teachers were too: many meetings, unnecessary interruptions, feeding scheme, retention of teachers, subject responsibility and demonstration lessons. This research also found that the challenges teachers facing are not limited only to the classroom or the school, but the external factors in the community is unfreedoms that hinders teachers to achieve their teaching objectives and impacts on the results of learners. These factors are poverty, lack of parental involvement, high crime rates, substance abuse, illiteracy of parents and wrong idols in the community.

Looking at the above findings, the researcher is of the opinion that CAPS is unrealistic and not practical for teachers teaching in poor socio economic communities. CAPS were an attempt to undo what the apartheid regime has done to non- white citizens of South Africa. However, the idea and plan of change in education using CAPS appear to have so many constraints as teachers

are over worked. There is also a huge gap to fill and it seems that the DBE does not attempt to acknowledge that South African education is in a crisis. Previously disadvantaged people in South Africa are still paying the price. Education is still not equal because the playing field is not equal. Thus, CAPS might work in a different context where there are smaller groups in a class with less socio- economic challenges such as poverty, lack of parental involvement and crime and violence.



PROJECT INFORMATION SHEET



Research Title: Exploring the capability sets of teachers with respect to the implementation of CAPS in a no-fee school community in the Western Cape

My name is Samantha Hoffman, and I am a Master's student at the University of the Western Cape. The research I wish to conduct for my Master's thesis involves the exploration of the capability sets of teachers using CAPS in a no-fee school community in the Western Cape. This project will be conducted under the supervision of DR R Maarman from UWC.

The focus of this study is to develop a conceptual framework for the thinking around the capability of teachers to achieve the educational goal and objectives for teaching and learning as stipulated in CAPS. This study will contribute to the existing literature, and to generate new knowledge around the thinking of teacher experiences relating to curriculum change.

This research requires the involvement of teachers in both the Foundation Phase and Intersen Phase to participate in the study. The researcher will gather information through observation, focus group interviews and document analysis.

Kindly note, that your participation in this research is completely voluntary. You may choose not to take part or withdraw at any stage of the research. If you decide not to participate in this study or to withdraw, you will not be penalized or lose any benefits to which you otherwise qualify. The following conditions as stipulated by the researcher below will be the basis on which the participants will be selected.

1. My identity will be kept confidential
2. The information I will reveal will be made available but will not compromise my position at school.
3. The participants will be respected and the research will not disrupt teaching and learning time.
4. Regular progress reports will be available to me upon request.

Should you have any questions about the research study itself, please contact Ms. Samantha Mellisa Hoffman at 2941635@myuwc.ac.za on 0736814186.

Should you have any further questions regarding this study or your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact Dr. R Maarman who is the supervisor of this study. He can be contacted on (021)959 2450 or rmaarman@uwc.ac.za.





Appendix B

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Western Cape Education Department

Grand Central Towers

Cape Town

8000

To whom it may concern

My name is Samantha Hoffman, and I am a Master's student at the University of the Western Cape. The research I wish to conduct for my Master's thesis involves the exploration of the capability sets of teachers using CAPS in a no-fee school community in the Western Cape. This project will be conducted under the supervision of DR R Maarman from UWC.

I am hereby seeking your consent to conduct research at a school in the Western Cape. I also want permission to observe and record teachers in a focus group discussion at school. I will provide you with a copy of my research proposal, which will include copies of the measure and consent forms to be used in the research process, as well as a copy of the approval letter from Research Ethics Committee (Human).

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me, on 073 6814186, sammykoopman@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,

Samantha Hoffman

University of the Western Cape



Consent form for teachers in focus group interview

I a

(Name and Surname)

teacher at

(Name of School)

Agree to take part in Samantha Hoffman’s research: *Exploring the capabilities sets of teachers with respect to the implementation of CAPS in a no-fee school community in the Western Cape.*



I accept the following conditions as stipulated by the researcher:

- 5. My identity will be kept confidential
- 6. The information will be observed and tape-recorded.
- 7. The information I will reveal will be made available, but will not compromise my position at school.
- 8. My class will be respected and the research will not disrupt my teaching and learning time.
- 9. My participation is voluntary and not forced, and I am allowed to withdraw at any time.
- 10. Regular progress reports will be available to me upon request.

Signed

Date

Place



Principal and School Governing Body Consent Form

Title of study: *Exploring the capabilities sets of teachers with respect to the implementation of CAPS in a no-fee school community in the Western Cape.*

Student Researcher: Ms Samantha Hoffman (Telephone 073 6814186)

Email: sammykoopman@gmail.com

I (The principal) am satisfied that the information provided about the proposed study is true, appropriate and sufficient to consider granting permission to conduct research at this school. Any questions I have asked have been answered to my satisfaction. I agree that the Student Researcher Samantha Hoffman may proceed with this research at this school. I understand that I may withdraw my consent at any time. I agree that the research data collected for the study may be published or may be provided to other researchers in a form that does not identify this school or teachers in any way.



Name of School..... Date.....

Signature of Principal Date.....

Signature of SGB Chairperson Date

Signature of Student Researcher Date



Draft Interview schedule

This study will explore the capability sets of teachers with respect to the implementation of CAPS in a no-fee school community in the Western Cape. The following questions will be asked during the interview with the respective focus group.

Question 1

What are the freedoms of teachers using CAPS with respect to teaching?

Question 2

What are the un- freedoms/ limitations of teachers using CAPS with respect to teaching?

Question 3

What are the freedoms of teachers using CAPS with respect to assessment?

Question 4

What are the un-freedoms/ limitations of teachers using CAPS with respect to assessment?

Question 5

Evaluate the factors in your no-fee school community that influence CAPS

The researcher will use the response to the above questions and link it to the capability sets.



Draft Observation schedule for lessons/assessment

Participant Code:

Phase:

Grade:

Learning Area:

Lesson Topic:

EVIDENCE	Frequency (ticks)	Descriptive evidence
Diversity of learners catered for		
Level of learner participation(pair / group work) learner involvement		
Check learners prior knowledge		
Making links beyond the classroom		
Classroom environment learner and teacher friendly		
Can teacher complete lesson in given time frame		
Range of questions asked Blooms taxonomy (talk/worksheet)		

Resources used during lessons		
Challenges in class during lesson		
Keep learners interested throughout lesson		
Use lesson plan and is it CAPS aligned		
Discipline of learners during and after lessons		
Teacher engaging with individuals and small groups		
Are learners on grade level?		
Do Assessment activities cater for variation of learner needs?		
Reflective practice is evident by teachers		



EVIDENCE	Always	Often	Sometimes	Never
Diversity of learners catered for				
Level of learner participation(pair / group work) learner involvement				
Discipline of learners during and after lessons				
Making links beyond the classroom				
Classroom environment learner and teacher friendly				
Can teacher complete lesson in given time frame				
Range of questions asked Blooms taxonomy (talk/worksheet)				
Resources used during lessons				
Challenges in class during lesson				
Keep learners interested throughout lesson				
Use lesson plan and is it CAPS aligned				
Check learners prior knowledge				
Teacher engaging with individuals and small groups				
Are learners on grade level?				
Do Assessment activities cater for variation of learner needs?				
Reflective practice is evident by teachers				

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