A CAPABILITIES ANALYSIS OF TEACHERS' PERCEPTIONS OF CAPS IN A CAPE TOWN LOW-INCOME SCHOOL COMMUNITY IN THE WESTERN CAPE PROVINCE

BY

MERCY KANSARI KILEO

THESIS SUBMITTED IN FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTERS' OF EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF THE WESTERN CAPE

SUPERVISOR: PROF R MAARMAN

BELLVILLE

NOVEMBER 2017

DECLARATION

I Mercy Kileo declare this is my work. It has not been submitted for any degree or examination in any other university, and that all sources I have used and quoted have been indicated and acknowledged through complete reference.
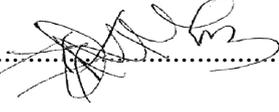
Signed ....   Date................................... 27-11-2017

Mercy Kileo

UNIVERSITY *of the*
WESTERN CAPE

ACKNOWLEDGMENTS

Glory and honor to the Almighty God for strength, inspiration, and courage during the process of completion of this study;

My supervisor, Prof. Rouaan Maarman, for his comprehensive guidance throughout this research; without his intensive and tireless guidance, this research might not have been successful;

My dear husband, Dr. Janvier Kamanzi, for his love, moral and financial support throughout the entire research;

My three charming children, Nathan Aemy and Brielle for their warm presence in my life;

My parents, Baba Kansari Elia Selia Kileo and Mama Aikande Zebedayo Makere, for the educational foundation they laid for me and for their love and prayers and encouragement;

My mother in law, Mama Maria Munyanshongore, for her warm encouragement and goodwill shown towards our family; she always prays for us. May God give her a long life!

To the two schools where I conducted my research; I acknowledge the cooperation that I received from the teachers and the research input given by them. Special thanks go to Mrs. M and Mr. J for being my reference and for putting together the research participants in their schools. I could not have done anything without them;

To all my siblings for their prayers;

To my colleagues and friends for their positive contributions.

DEDICATION

This research is dedicated to my dear husband, Dr. Janvier Kamanzi, and my two children, Nathan Cornerstone Kamanzi, Aemy Imani Kamanzi and Brielle Arula Kamanzi. These four people have given a purpose to my life. They have been my pillar throughout this research journey. Even when I seemed to give up, my husband would tell me, "You can do it, keep going forward, there is no turning back". He calls me a leader because researchers are leaders. My family helped me to keep going until the research was complete. When I looked at the smile of little Brielle, Aemy and their brother Nathan, I could see their joy and this kept me focused. I did not want to let them down and thus I worked hard. I could not do anything without the four of them.

My parents, Baba Kansari Elia Selia Kileo and Mama Aikande Zebedayo Makere. They laid an educational foundation and always wanted to see me going forward academically. Their goodwill and efforts are highly commended. May God, the Almighty, bless them and grant them many years! To my siblings, God bless them all.

ABSTRACT

Since the dawn of democracy, the South African government has set up different measures to improve education in schools, inter alia the provision of funding, resources, feeding schemes and the introduction and amendment to different curricula. The current education policy, the Curriculum and Assessment Policy Statement (CAPS), was adopted in 2012 following three other consecutive education policies that had not delivered to the desired standard in terms of educational outcome. This study focuses on the perceptions of teachers in terms of their freedom to pursue the aims of CAPS in low-income school communities.

The teachers' perceptions and freedoms were explored and analyzed using the Capabilities Approach (CA) authored by Amartya Sen which forefronts the capabilities (the ability to achieve) and the functionings (real achievements). Teachers' perceptions were therefore explored and analyzed in terms of freedoms and unfreedoms they enjoy and face in the process of transferring the knowledge to learners. The thesis studied and analyzed the capabilities and perceptions of teachers in terms of their real freedoms through the deconstruction of their experiences.

The methodology applied qualitative methods and techniques to collect and analyze the data as those methods are judged suitable to study social phenomena in their natural contexts. The data was gathered by means of open-ended interviews held with teaching staff from two low-income community schools in Cape Town after required approvals, permission and consent were obtained from relevant authorities and participants. Participants to the study were Principals, Heads of Department (HODs) and subject teachers for both schools.

Themes that emerged from the study corroborated with the literature and related to the socio-economic state and nature of the school community. Major issues included negative perceptions teachers have of CAPS and inadequate teachers' training and development programs, poverty, and basic capabilities, the political aspect of CAPS, insufficiency of human resources and logistics at schools as well as the deficient collaboration between education stakeholders which altogether affect the implementation of the curriculum in low-income school communities. Particularly, participants have the feeling that CAPS, branded as one-size-fits-all, rigid, and a tool to deepen social gaps is not convenient to schools from disadvantaged settings. It transpired that teachers' freedoms are affected in terms of

capabilities and functionings due to poverty prevailing the communities of schools under study such that the link between poverty and curriculum dysfunction can be established.

In an extended form, issues of concern are interrelated and feature the current teaching curriculum, CAPS, the school contexts, and poverty as well as the government and the education department. Themes at the core of teachers' unfreedoms and perceptions include language barriers, lack of adequate cooperation between stakeholders, push-me-over policy, and relaxed rules, under-staffing, violence, and instability, which are all the characteristics of low-income communities. In addition, findings finger point the tendency of the CAPS to overload teachers and lower grade learners who find it hard to keep up with the pace, time and sequencing. More explicitly, the CAPS seems to work less in the low-income community under the study as the schools are characterized by overcrowded classrooms, inadequate teachers' development programs and induction to new curricula. Such a school community have experiences of understaffing where teachers' and learners lack exposure and openness to life diversities. It was also revealed that the CAPS advent was introduced somehow for political and bureaucratic motives. Aspects such as impunity of learners' indiscipline, teachers' and learners' absenteeism, lack of motivation as well as poor accommodation reflected in this research findings.

Finally, recommendations were provided to address these critical themes about CAPS implementation in a low-income school community in Cape Town. Since learners do not have enough study time, the researcher suggested learners and teachers be accommodated at schools to increase study time and allow for intervention. This was the wish of some participants to the study as well. The researcher also recommended consideration of the school context while devising new curricula, good preparation of induction training on new curricula and development of teachers to ensure inclusive participation and curriculum coverage by participants. The researcher further recommends viable functionality of the triangular cooperation of stakeholders involved in learners' education and provides guidelines intended for curriculum managers for a possible successful education outcome. A manual of suggestions to improve the implementation of a curriculum is provided within this thesis.

In a few words, the findings have matched the literature and the research outcome has met the research aim and questions.

TABLE OF CONTENTS

LIST OF FIGURES

UNIVERSITY *of the*
WESTERN CAPE

LIST OF TABLES

DEFINITION OF KEY TERMS

Freedoms: in terms of the capabilities approach are those opportunities or choices that a person/institution have that influence his/her ability to achieve certain objectives. In this study, freedoms are related to the ability of teachers to implement the CAPS policy accordingly and the freedom they have to achieve what they value. In addition, they are the means whereby teachers are able to help learners in a low-income school community and what they are able to accomplish, given the varied freedoms they face daily.

Unfreedoms: Circumstances that hinder the capabilities and efforts to achieve what is valued. They may vary from one person to another and from one school context to another. They have to do with the inability to do and choose what is intended for or aimed at due to certain challenges that may be beyond a person's capability.

A capability: In this study refers to distinguished functionings (beings and doings) that a person is able to choose and do. It has to do with the choices that a person values and the ability to pursue them.

Capability Approach (CA): It is a paradigm that deals with capabilities (a set that contains different things) that has to do with functionings (achieved goals) as well as beings and doings (freedoms). In other words, capabilities refer to a set of vectors of functionings, reflecting the person's freedom to lead one type of life or another.

Functionings: In the context of this study functionings relates to being and doings (activities that the teacher is involved in while at school and in the classroom) and the freedom to achieve as part of a person's well-being.

Conversion: In this study conversion is a transformation process whereby knowledge is transmitted to learners by teachers through the prescribed CAPS curriculum. Valuable functionings or achievement is realized during this process. The content given to the learners, time spent in each lesson and pacing is where conversion takes place to achieve what is valued.

Teacher agency: In this study means an active expert and actor or a doer

Teacher: Any person, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy, at a school.

Basic capabilities: The things that are ultimately important to a person as a basis for a minimum living such as education, good health, clean environment, ability to move freely and able to participate in public life

ABBREVIATIONS

CA   Capabilities' Approach

CAPS   Curriculum Assessment Policy Statements

CD   Compact Disc

CIE   Catholic Institute of Education

DBE   Department of Basic Education

DoE   Department of Education

EFA   Education For All

FET   Further Education and Training

GET   General Education and Training

HOD   Head of Department

NCS   National Curriculum Statements

NEEDU   National Education Evaluation & Development Unit

OBE   Outcome-Based Education

PH   Personal Hygiene

RNCS   Revised National Curriculum Statements

SADC   South African Development Community

School A   Primary school

School B   Secondary school

SGB   School Governing Body

UNESCO   The United Nations Educational, Scientific and Cultural Organization

UWC   University of the Western Cape

WCED   Western Cape Education Department
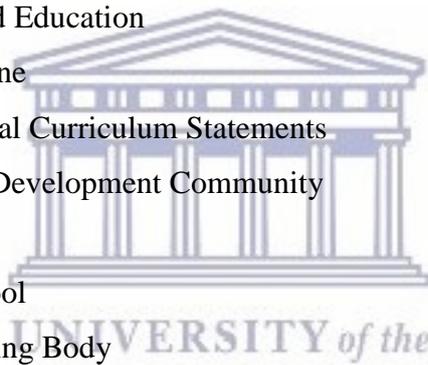
1.1 Introduction

This chapter introduces the reader to the research which aims to explore teachers' perceptions and the implementation of CAPS in low-income school communities of Cape Town. Within this chapter, the light is, therefore, shed on the background to the research study, the statement of the research problem, the research questions and the significance of the research.

Education is worthily believed to be a vital capability for individual welfare and national development. However, making education a success has been a challenge in South Africa, as relying only on changing the structure of curricula has hardly borne the expected fruits, especially in schools that are based in rural and disadvantaged communities. Despite the introduction of four curricula during the post-apartheid era (Jansen, 2001), education is still characterized by ever-deepening learning gaps in South Africa, a country known to be economically the wealthiest of the continent (Nongxa, 2010).

In an attempt to improve areas where previous education policies had fallen short, the Department of Education (DoE) and the government devised and introduced a policy which was strong in terms of content and had to be strictly implemented in all South African schools (Catholic Institute of Education (CIE), 2010). Curriculum and assessment policy statement (CAPS) is the designation of the current education policy. It provides more structure in terms of content, scope, time and assessment. This move warrants the exploration of teachers' views of their real freedoms to teach what they value through the frame and lenses of the new policy

CAPS, which has been in use since 2012, was thought to be a problem solver where its predecessors - namely Outcome-Based Education (OBE), the Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS) had challenges in yielding expected education quality in terms of learning the outcome. However, unsatisfactory matric results have remained a prevalent issue in low-income school communities (South African Press Association, 2012), which could be a result of educators' perceptions (reaction) of changes to and the implementation of new curricula (Nongxa, 2010). Furthermore, content-based curricula (same as CAPS) were found difficult to implement in schools running on

1

limited resources and where teachers are unfortunately unprepared for a brand-new curriculum (deClercq and Shalem, 2014). These claims could be supported by Mata (2012) and November, Alexander and Van Wyk (2010), who postulated that teachers in disadvantaged schools would be slower to adapt and conform to a new curriculum than those in better setting schools. Further, Fleisch (2008) indicated that teachers in poor contexts would tend to make the new curriculum a scapegoat in an attempt to justify learners' unsatisfactory performance. While CAPS is stringent with regards to teaching content and methodology, research emphasizes teachers' capabilities as a tool to achieve quality education (Sen, 1999; Robeyns, 2006a; Vaughan, 2007 and Nussbaum, 2006). The way teachers interpret CAPS and their experience while implementing it, form the basis for this exploratory study.

1.2 Problem statement

A good and well-designed curriculum can be hindered by some of the factors related to a school community context such as poverty, unemployment, dangerous neighborhoods, homelessness and exposure to inadequate or inappropriate educational experiences. Quality education is unlikely to be achieved, especially referring to a non-context curriculum like CAPS, meant to apply to rural, urban, rich, and poor and farm areas altogether, irrespective of school resources requirements (Maringe, 2014). The fact that there are different school communities it would normally imply that the teaching content and methodology be adapted accordingly to ease the functionings of possible untrained teachers and learners who suffer from deep learning gaps.

The majority of teachers are not trained and this presents a stumbling block in conveying the teaching content to learners. The Catholic Institute of Education (CIE, 2010) believes that CAPS could be more successful in well-equipped and resourced schools. On the one hand, teachers' freedoms with regards to selecting the content and determining the pace that suit learners in poor and socially-stricken communities are another factor worthy of an in-depth study. On the other hand, notwithstanding the promising changes associated with affluent schools, teachers' perceptions of CAPS in low-income school communities in Cape Town needs to be known and analyzed in terms of curriculum implementation and education outcomes.

1.3 Main and subsidiary research questions

This study sought to answer the following main and subsidiary questions:

1.3.1   Main question

What are teachers' perceptions of their freedoms in the teaching of CAPS in a low-income school community?

1.3.2   Subsidiary questions

1. What are teachers' perceptions of CAPS in low-income school community?
2. What are teachers' perceptions of their capabilities when teaching CAPS in low-income school community?
3. What are teachers' perceptions of their freedoms to teach CAPS in a low-income school?
4. What are the main features of a curriculum training programme in low-income schools?

1.4 Aim and objectives of the study

The aims and objectives of the study are defined as follows:

1.4.1   The aim of the study

The literature suggests that CAPS is likely to work better in well-equipped and resourced schools with highly trained teachers (Maringe, 2014). CAPS as a policy to be uniformly used in all school contexts is doubtful in terms of the freedoms that a teacher has in its implementation in a low-income school community. Therefore, the main aim of the research is to explore teachers' perceptions of their freedoms in the teaching of CAPS in a low-income school community in the Western Cape.

1.4.2   Objectives of the study

The objectives of this study were broken down as follows:

1. To explore teachers' perceptions of CAPS.
2. To determine teachers' perceptions of their capabilities in teaching CAPS
3. To look at teachers 'real freedoms while implementing CAPS.
5. To ascertain what could be the main features of a curriculum training programme in low-income schools

1.5 The significance of the study

The study contributes to the knowledge as regards understanding teachers' capabilities, feelings and thoughts about CAPS implementation. The finding of the study may then serve

as a reference when a capabilities curriculum is eventually to be devised. A capabilities'
curriculum is understood to be an education policy geared at enabling teachers' freedoms in
the pursuit of the educational goals they value; and according to Nussbaum (2011), a
capabilities curriculum is the one needed for this century. Due to an ongoing failing rate of
systemic tests for grade 3, 6 and 9 in low-income school communities under CAPS, it is,
therefore, necessary to explore the challenges experienced by the teachers in those
communities. In addition, the study may make a valuable contribution to the improvement
and management of curriculum changes in schools and add knowledge to existing literature
with regards to understanding the status of current curriculum implementation in low-income
school communities. Furthermore, findings will be helpful to various tiers of education in
terms of putting in place strategies to improve and strengthen the current teaching system
ruled by CAPS.

1.6 Ethical Considerations

This research has employed a qualitative approach. While conducting qualitative research, a
researcher should have a broad sketch of actions to be done in order to conduct meaningful
research; those actions include obtaining permission from relevant stakeholders prior to
starting research (Babbie, 2002; Flick 2009). Therefore, the current research only began after
permission in written form was obtained from the WCED, sample schools, teachers, HODs
and principals of respective sample schools, and the UWC ethics clearance committee (See
Appendices A to F).

Thereafter, the researcher issued consent forms to willing participants. The participants were
then requested to sign the consent forms to confirm their willingness to participate in this
research study. The research process involved the collection of data, by means of recorded
interviews of the participants as it was highlighted in the consent forms. The participants
were also informed that the confidentiality and anonymity aspects of the whole research
process, and that all findings were exclusively for research purpose. The participants were
also made aware that the research would remain the property of UWC and WCED. In
addition, participants were informed of their freedom to withdraw from the study anytime
they feel (Babbie, 2007). Furthermore, the researcher ensured the process would not be any
interference with school activities; therefore, the participants were able to schedule a time slot
for interviews at their own convenience.

Preliminary procedures for data collection were therefore followed, the participants were scheduled for the interviews and the process began.

1.7 Chapter outlines

Chapter 1: Introduction

The introductory chapter reflects the thesis overview. It comprises a brief introduction and background to the research study, states the research problem, and outlines the research questions as well as the aims and objectives of the study as well as the methodology and ethical considerations.

Chapter 2: A Literature review

This chapter provides more in-depth information on the research background and explores the CA, a theory that speaks to the study aims and particularly its contribution to this study. Furthermore, the literature relevant to the curriculum implementation, curriculum change, CAPS curriculum, influence of global policies in local contexts and issues of poverty regarding curriculum implementation, are herein contained.

Chapter 3: Research methodology

The research methods and instruments used in the process of the data collection and analysis are discussed in this chapter. It describes the roadmap of the research journey, from the beginning to the end. The chapter gives the justification as to why the HODs opted for in this study was deemed appropriate.

Chapter 4: Data presentation, analysis, and discussions

After its collection, the data is presented and analyzed and discussed in this chapter. The chapter paid attention to the conformity of the literature and interviewees' perceptions of their teaching of CAPS and their freedoms in a low-income school community in Cape Town, Western Cape.

Chapter 5: Manual of suggestions to improve the implementation of a curriculum in a low-income school community

Chapter Five takes after a Figure in Chapter Four which recapitulates the reasons behind the unsuccessful implementation of CAPS. The chapter provides a manual of suggestions which would help the main stakeholders (DoE/Government, teachers, and community) work hand-in-hand to achieve dream educational goals.

Chapter 6: Conclusions and recommendations:

This chapter concludes the study through conclusions drawn from the study findings in general, as well as the salient points of the

study. A glimpse of the problem, the methodology and literature are availed. The chapter offers recommendations arising from the findings and possible future research.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature review

This chapter reviews the literature relevant to this study. It discusses various topics including the concept of a curriculum in general and CAPS in particular, the effects of curriculum change on teachers' performance and education outcomes, teachers' perceptions of curriculum change, teachers' training and professional development, teachers' freedoms in CAPS implementation in low-income school communities, capabilities approach as a theoretical approach informing this study, as well as geo-socioeconomic issues as factors interfering with both teachers' capabilities and the implementation of CAPS in low-income school communities. Both local and international literature is reviewed to identify and explore factors influencing the success or hindrance in the implementation of a curriculum.

The purpose of reviewing the literature was to get a better understanding of and insight into curriculum-related experiences of teachers and policymakers. It appears that, although CAPS was introduced in South African schools in 2012, there has not been much research done in terms of challenges observed in the implementation of CAPS. There is, therefore, a literature gap on capabilities analysis, teachers' perceptions and freedoms of their teaching in low-income school communities, given the scarcity of studies around CAPS implementation and teachers' experiences in disadvantaged school communities of the Western Cape. Previous studies focused on general issues around CAPS and little relates to distinguished school contexts in the Western Cape.

The search for studies around teachers' capabilities and their feelings about CAPS, specifically in low-income school communities in the Western Cape, has been almost to no avail. The little found on CAPS through the literature survey relates to the assessment of Grade R learners and early-child development in Gauteng.

The gap in literature and the unsatisfactory experiences with regards to CAPS implementation have instigated this study which aims at investigating teachers' perceptions and freedoms of their teaching of CAPS in a low-income school community in Western Cape using the Capabilities Approach (CA) of Sen Amatyre as a means to address issues of teachers' freedoms and unfreedoms.

2.1.1 Introduction to concepts of curriculum, CAPS, perceptions, and capabilities

From its definition, a curriculum is an education policy that focuses mostly on subjects and teaching plans and not on teachers' abilities. The Oxford Advanced Learners Dictionary (2010) defines a curriculum as "the subjects that are included in the course of study or subjects that are taught in a school or college or a plan of what learners should study in a class day by day". It also implies the inclusion of a long plan for the whole year or period of study as stated by (Morgan, 2005) as well as the selection of what to teach school learners. Morgan argues that it guides teachers in the process of transmitting the intended content and valued knowledge to learners.

The success of a good curriculum should be seen in learners' outcomes. However, a good curriculum alone is not enough to guarantee a successful education, especially when learning and teaching are taking place in socio-economically stratified contexts (UNESCO Institute for Statistics, 2006). Indeed, education for all (EFA) as the millennium highly-valued goal for the national development, may be difficult to achieve when the education system relies mainly on the curriculum structure as it is for CAPS. Sen (1999), Robins (2006b), Vaughan (2007) and Nussbaum (2006) emphasize the need for teachers who are capable of implementing a curriculum, regardless of the diversity of contexts and stipulate that a capabilities-based curriculum is preferable over a content-based curriculum.

There should, therefore, be basic capabilities in place to enable a teacher to meet the knowledge transfer required and expected outcomes as prescribed by the curriculum (Nussbaum, 2000). Teachers' deprivation or lack of basic capabilities as related to school contexts may alienate the implementation of the content-based CAPS, especially in a low-income school community. Firstly, teachers are faced with the challenge of regularly being present for classes and cannot cover the content as exactly prescribed in CAPS. Secondly, teachers do not have the option to bypass CAPS teaching method, that is strict and time stringent, and select the content they judge suitable for school learners and their own functionings (CIE, 2010) one can say that time constraints and low- autonomy result is one of the deprivations of some of the basic capabilities.

As a result of this one of the ways of boosting impaired basic capabilities is promoting the use of teachers' capabilities, thus enabling them to teach what they value, especially in underprivileged communities (Sen, 1992, Connell, 1994). Teachers should be therefore given room for flexible choices regarding the content and teaching methods they judge suitable to

their school settings The impact of CAPS on South African schools that are situated in different contextual environments especially underprivileged ones, should be then seen as depending more on teachers' capabilities with regard to the way they deliver the intended content to learners in respective school contexts. Capabilities impairment or deprivation could be primarily addressed through government policies in the form of lifting the living standard of citizens by eradicating and alleviating poverty which is the main obstacle to the practice of capabilities (Nussbaum, 2000).

However, for a successful implementation of curriculum teachers have to be good, happy and comfortable with the curriculum structure and content (Swart; Engelbrecht and Eloff, 2001). The authors state that lack of which they may develop negative perceptions of the curriculum which in turn affect teachers' capabilities in their teaching practice. Perceptions in the context of this study should be understood as the ideas, thoughts, understandings or beliefs that people have depending on how they see and understand things (Oxford Advanced Learners' Dictionary, 2010). In other words, perception is a mental picture. Indeed, a positive or negative perception of CAPS may affect the whole process of teaching and learning as well as its outcomes in a particular school context. The outcome might differ from context to another. Still, the way teachers react and adjust to curriculum change might remain a challenge in the implementation of a curriculum; it is hence worthy of exploration.

It should then be noted that curriculum policies might not be separated from the contextual views of the participants and stakeholders involved in the process of curriculum delivery.

2.1.2   Perceptions of a curriculum and its implementation

It is natural that teachers' performance will align with the way they rate the curriculum as well as the support in the form of training and development they receive to implement it (Swart, Engelbrecht and Eloff, 2001).

2.1.2.1 Views on curriculum change and teachers' training

The literature highlights the need for training teachers on a new curriculum and reveals that teachers from low-income school communities had a bad perception of the OBE related to a lack of or inadequate training among other reasons (Phasha, Bipath and Beckmann, 2016).

In a country that has known four changes of education policy over a period of about two decades; the transitional phase between successive curricula was found to be problematic for teachers in terms of embracing a new curriculum. A change from one curriculum to another

should require an adequate induction programme to ensure a smooth transition to the new curriculum (Ngware, Oketch, Mutisya and Abuya, 2010). In the case of the current curriculum, CAPS, the change of content, pace, and time as stipulated in its documentation was supposed to be accompanied by a well-designed training program for teachers based on the resources and needs of specific school contexts. The evaluation of the effectiveness of the training as to the way teachers have engaged in the new curriculum should be done as well.

Barley and Beesley (2007) the success of an improved curriculum somewhat depends on teachers' orientation and induction programs. For instance, the orientation would normally expose teachers to methods of approaching a new curriculum in order to ensure its success. In addition, according to Phasha, Bibath and Beckmann (2016), the success of a curriculum innovation depends on in-servicing teachers in the use of new approaches. Teachers need to receive intensive orientation and training, otherwise, a curriculum can be viewed as useful in theory but ineffective in practice (O'dwyer, 2007)). Therefore, training is required to change teachers' perceptions, old practices, and habits; and this cannot happen if teachers are not accorded time to internalize the content of the new curriculum.

The Catholic Institute of Education (CIE, 2010) highlighted that the schedule for the training clashed with the CAPS implementation and a considerable number of teachers could not attend the training due to the inability or unavailability, especially those from low-income communities. Despite experiences they had acquired from previous curricula, teachers needed an adequate platform to familiarize themselves with CAPS to be more certain of what it entails (Phasha, Bipath and Beckmann, 2016). This could have helped appreciate the curriculum more. This is why the question of what and how teachers' think of CAPS is crucial to be explored. In agreement with that, studies conducted in Malawi, Botswana, and Madagascar by Young and Muller (2010) suggest that teachers who have a wide appreciation of the curriculum, are in a better position to understand their subjects and disciplines and can promptly engage their learners while teaching. Otherwise, they risk performing poorly due to a lack of understanding of the curriculum.

A lack of good understanding of the curriculum may result in ineffective teaching, low motivation and negative perceptions, as well as the feeling of professional incompetence (deClercq and Shalem, 2014). The chance of improving teachers' knowledge as well as teaching practices could have been high if the training was adequately prepared and well packaged. Once again, this reflects the capabilities theory that informs the topic of this study,

10

in that the capabilities and freedoms of a teacher are influential in the teaching process and its outcomes (Nussbaum, 2000).

Further examples of the literature show that teachers in low-income school communities had a negative perception of previous curricular such as OBE and others (Bernstein, 2004). According to Bernstein, this was due to various reasons inter alia the lack of training, work overload and poor knowledge of the curriculum itself. Also, (CIE, 2010) claims that CAPS does not guarantee to be a success in the education sector and that in such a perception about CAPS, then teachers may need to be well prepared to implement it. Moreover currently schools in disadvantaged communities are faced with a crisis of capabilities and teaching in low-income school communities could pose a challenge (Van de Berg, 2008). Briefly, for teachers who had the opportunity to train for CAPS, there is no certainty that they have unambiguously understood the guidance about CAPS. They may be wrongly thought to have been delivering CAPS content at the same level as teachers in affluent schools.

2.1.2.2 Teachers' professional development

According to Horsford (2010), there are some characteristics which have been associated with South African schools. This includes insufficient conceptual knowledge, teachers who are unprepared for classes, unprofessionalism and insufficient subject knowledge. The literature suggests that intervention development program should be organized on a regular basis to accommodate the complexity of school contexts (Fleisch, 2008).

According to the Department of Education (DoE, 2005), the Ministerial Committee on Teacher Education suggested that South African schools seem to have low levels of conceptual knowledge. This was evidenced in the poor grasp of their subject knowledge and range of error made in the content and concepts presented in their lessons.

Further, Hoadley (2012) and Horsford (2010) suggest that teachers be equipped with key skills to ensure a successful implementation of a reviewed or updated program of study. Those skills are related to areas such as comprehension of text, clarity of teaching and instruction language, proper implementation of a curriculum and content coverage, setting the pace to learners' ability, assessments, and feedback to learners (Fleisch, 2008). Still, teachers in low-income communities are the ones who will be likely to fall short of the mentioned skills due to the prevalence of underqualified personnel (Yelland and Masters, 2007).

Arguably, if a curriculum gives room to uncertainties in terms of how it is understood, concerned teachers may perhaps experience challenges in covering the curriculum content which could affect learners and their outcome. Teachers' knowledge in this study is to be viewed as an understanding of specific discipline that one is to teach. Besides the concepts central to disciplines, the teacher should also know the conceptual structure and the development of ideas in that particular discipline (Akinsola, 2009). The need for professional capacity growth for teachers is paramount, given that the majority of them in the community under study suffer from underdeveloped capabilities.

According to Winch (2010), the teacher's subject knowledge is important when it comes to teaching. Fraser, Killen, and Nieman (2015) specify that teachers need to be constantly learning to keep up with local and global systems that frequently adapt and change. This alludes to the understanding of CAPS by South African teachers. The question is whether all the necessities and the context diversity were considered for teachers' capabilities to be equally enabled in all school contexts.

Marsh and Willis (1995:13) pointed out that a change in practice and beliefs are implications for curriculum development. Themane and Mamabolo (2011) further highlight that policies are effective if the expected outcomes are achieved in practice. This implies the necessity of refreshing development programs even for the current curriculum to meet the goals of the millennium. Development programs where teachers will be refreshed about the subjects they teach is one of the best ways to boost teachers' confidence and self-belief during teaching practice Villegas-Reimers (2003).

The DBE (2010a) particularly points out that many teachers have an underdeveloped understanding of teaching different learning areas, including reading and writing while others simply cannot teach in their respective disciplines. The successful implementation of a curriculum could be interfered in disadvantaged or in poverty-stricken areas (Catholic Institute of Education (CIE), 2010). This may be associated with CAPS where teachers may have an underdeveloped understanding of teaching in different learning areas. Many teachers perceive themselves as inadequately prepared to teach as prescribed in the CAPS document. This can be attributed to the insufficiency and inadequacy of teachers' development programs (Meerah, Halim; Rahman; Abdullah, Harun; Hassan, and Ismail, 2010). The result of inadequacy in training could lead to low teacher's motivation, negative perceptions, and anxieties that lead to uncertainties of not knowing exactly what to do while teaching in

problematic contexts especially. Some teachers would rather go to their comfort zone and stick to the previous curriculum.

Asselin (2001) conducted research which indicated that teachers teach more effectively when they understand their learners' home lives and home communities and then utilize this information in their curriculum and teaching pedagogy. However, teachers need the support of the community and the government to change the lives of people and get the best out of the education system. Once again, teachers need to be sensitized about this through an informative platform which may be in the form of workshop or training (Maekelech, 2002)

According to Villegas-Reimers (2003), a teacher development program can be complex when it has to encompass all school contextual diversities. It would be advisable if such programs were done based on certain contextual needs. The research conducted by Yelland and Masters (2000) show that if teachers are well-developed professionally, they will gain confidence in themselves and their work. In addition, the confidence may influence how well they assimilate the information, skills, and knowledge as well as how they transfer it into their classrooms (Fleisch, 2008). Hence the capabilities of the teachers are enhanced and teacher functioning improves. Teachers in low-income communities may be seen as incompetent due to various types of unfreedoms and impaired capabilities.

According to Richardson (2003) and Fang (1996) most teachers, especially in poor and disadvantaged communities, deal with learners that are challenging. This could be associated with learners' knowledge backlog, lack of parental assistance, poverty and violence related to their community. Hence, teachers would be required to be professionally highly developed to be able to go the extra mile in the implementation of a steadfast curriculum like CAPS.

Villegas-Reimers (2003) suggests that teachers' workshops help equip teachers with the relevant knowledge needed to implement a curriculum. The author, however, indicated that once-off-type workshops could disadvantage the majority of teachers in various contexts. Training teachers will sharpen their level of agency and capacity of teaching. Phasha, Bipath, and Beckmann (2016) specify that teachers need to be constantly learning to keep up with the local and global systems that are frequently adapting and changing. This implies that teachers should have a better knowledge and understanding of CAPS so that they can follow it appropriately. The question is whether all the necessities and the issue of context were considered for teachers' capabilities to be equally enabled in all school contexts.

There are also claims that more emphasis has been put on some subjects than others in terms of need of knowledge and teachers' capacity growth (CIE, 2010 and NEEDU, 2013). Subjects such as mathematics and language have been placed higher in the pecking order than others which may be the source of negative perceptions among teachers who may tend to judge the relevance of teaching accordingly.

Studies by Stoffels (2004) and Yelland and Masters (2007) show that teachers in all contexts have struggled to implement a recurring change of curriculum during the post-colonial era in countries such as Namibia and Botswana. There is, therefore, nothing strange if same has happened in South Africa. The question remains on what legacy the succession of curricula has left behind and what could be learned from it to move forward with hopes of better results. Curriculum success depends on the ability that teachers have to make adjustments to their instructional practices and language in order to accommodate all the learning contexts (O'dwyer, 2007). This suggests that lack of support, skilled staff, and regular development programs in an educational institution and school management contributes to unsuccessful curriculum teaching and learning.

Furthermore, Maekelech (2002) revealed that training could be designed based on needs, referring to a case study of Ethiopia which states that a shortage of qualified teachers was triggered by the government attempt to ease access to education for previously marginalized learners at primary level. Hence the move caused an extraordinary inflow of learners and resulted in having overcrowded classes. In such classrooms, the learning process was not taking place accordingly.

Guskey (1994) suggested that two models of training can be made use of by governments to solve problems of teaching personnel shortage. Teachers could be made to attend workshops or upgrade their degrees at higher learning institutions such as universities and onsite-based teacher development could also be available to allow for frequent staff development programs at the school level. This serves as a good example to address capability problems by implementing ad hoc strategies. This can also be an inspiration for teachers in a low-income school community to enhance their functionings with school principals or other responsible people at the front line.

A study that was done by Darling-Harmond (2000), and Ball, Hill, and Bass (2005) suggested that teachers are key agents in the dispensation of quality education. This claim was also

14

supported by UNESCO (2005), indicating that provision of quality Education For All (EFA) by 2015 would be just a dream and that is what happened since teachers' role was not acknowledged enough. The role of a teacher directly relates to improving the quality of education but also pertains to promoting peace and harmony and is deemed to eliminate discrimination and capabilities impairment. Therefore, teachers need to have capabilities for the key role they play in the curriculum, education and national development (Van der Nest, 2012). Attempts to improve education and learning outcomes should necessarily include teacher capabilities enhancement and training.

According to Yelland and Masters (2007), a positive correlation between teachers' competence, learner's achievement and positive perception should be viewed as important in curriculum implementation. The deeper they understand the subject and curriculum; the more competent teachers are likely to be in their subject area. This could be achieved if beginner teachers undergo training for content and pedagogical knowledge. Thus, there is a need to establish support and management culture to improve teacher functionings and capabilities for curriculum implementation (Van der Nest, 2012). Also, teachers' opinions about teaching and learning should also be sought from time to time as this could help curriculum planners create an improved curriculum which encompasses various school settings (Maringe, 2014). States that, lack of in-service training, especially in the era of CAPS, could pose challenges to a teacher. This means that, if there is no induction in some school settings it can directly create a negative perception of a teacher. It can also raise uncertainties, confusion, and self-doubt which may have a direct impact on teachers' functionings.

2.1.2.3 General perceptions of CAPS advent

There is a view that teachers' freedoms have been affected by the advent of CAPS, from diverse perspectives. deClercq and Shalem (2014) state that teachers' representation not regarded enough in the process of deciding on the introduction and the structure of CAPS. Teachers were given little or no opportunity to have a say in the decision on curriculum change and this might have had a negative impact on learners' performance as well as teachers' appreciation of the policy.

In addition, Jansen (2001a) states that a significant number of South African educators in ordinary public schools and poor communities are under-qualified. As such, there is a view that some teachers struggle in terms of the real freedoms to make use of their capabilities due

to limited understandings and slow adaptation to a new curriculum (Maringe, 2014). Moreover, (CIE, 2010) shows that CAPS is inclusive and uniform by design and its beneficiaries are not enjoying same homogeneous and uniform education due to socio-economic conditions that challenge the integral implementation of the curriculum. Therefore, there will be battles on teachers in the context of low-income school communities when it comes to transferring the concrete content to learners as stipulated by CAPS. CAPS is viewed to be efficient in the context of well-organized schools with enough and well-trained human resources and infrastructures (Maringe, 2014).

Also, it is perceived that teachers seem to be limited to the option of keeping up with the content, time and pace as strictly described in CAPS, notwithstanding the learners' low response and poor outcome (CIE, 2010). As classroom custodians, teachers should have the right to decide what content knowledge is needed at a specific time, how and when to teach it for a successful implementation of the curriculum.

According to the Catholic Institute of Education (CIE, 2010), CAPS is rigorous on the time and gives little room for teachers' catch up work with learners. This implies that teachers have to move on covering the intended content to conform to the pace and sequence, even if learners struggle to grasp important concepts. As a result, some learners may carry on to the next levels or phases of learning even if they have not qualified because teachers perhaps needed to slow down for some concepts and enable learners to understand better the work and move faster for other concepts deemed easy to understand by the learners.

Maringe (2014) indicates that time constraints may even be a source of doubt as to whether the content was covered in its integrity and prescribed order. With no alternative options possible for teachers to address the situation, what is expected to happen to the outcome?. In other words, if the time allocated is not enough to cover the required content; permission for applying flexibility in managing time and timetable could be beneficial for both teachers and learners as it would allow teachers to focus on, emphasize and prioritize matters Furthermore, CAPS stipulates that school-based assessment is compulsory for every learner in every school (Department of Basic Education (DBE, 2010b).

In terms of content, CAPS is reproached for being too detailed and overwhelming (Catholic Institute of Education (CIE, 2010). Its nature requires teachers to have special skills and knowledge for its proper and successful implementation. The problem is to know whether

teachers had acquired the knowledge and skills required for CAPS at the beginning of 2012, the year of its introduction. According to (CIE, 2010) at the core of the curriculum implementation, there are the educators, who are often not adequately prepared and equipped in terms of resources or skills, but who will certainly be willing to make their career a success Teachers need support from the department and government and Lacking abilities to make decisions accordingly may lead to uncertainties and negative perceptions that can affect the entire process of teaching and learning (Mohangi, Krog, Stephens and Nel, 2016). Thus accountability and responsibilities on education issue should be taken seriously.

Clarke and Hollingsworth (2002) suggest that changing classroom practice cannot be mastered by isolating the participant's pre-existing perceptions. Richardson (2003) and Fang (1996) state that the relationship between teachers' beliefs and behaviors are influential on classroom practices. Teacher's manners and content knowledge could depend on what he or she knows and believes. It is believed that teachers' instructional language and practices are also influenced by teachers' attitudes and beliefs about the subject they are offering as well as the context in which she is working. There is an interrelation between a teacher, knowledge and the context in which he or she operates as indicated by Akinsola (2009) who states that teachers' beliefs about teaching and learning their subject significantly influence their performance in the classroom and in learning efficiency. As Sen and Nussbaum (1993) put it, people should be equipped with positive capabilities that can be acquired through empowerment.

On the same note, people empowerment may be introduced in the form of incentives or motivation, showing them care and improved working conditions as well as rewarding and appreciating them whenever possible (Barley and Beesley, 2007). Therefore the empowerment would, in turn, energize them and encourage them to work hard, even if the context is dismissive. However, looking at the way CAPS was brought into existence; teachers were somehow sidelined by the decision of its adoption in one hand and its structure and content on the other hand. They might not have agreed with a policy presumed to fit all South African schools (Maringe, 2014).

Harley and Wedekind (2004) argue that sameness in educational policy seems not to be convenient in some school contexts as it does not take into account the diversity of school contexts and its outcome. In support of this Sen and Nusaum (1993) adds that diversity in which people work should be acknowledged, to allow a chance to succeed to a certain extent

17

This means that teachers from certain backgrounds need more attention in terms of capabilities' enhancement based on their particular needs (Guskey, 1994; DBE, 2014) states that, CAPS, is mainly based on a teacher-led classroom engagement, and has been dubbed suitable for all South African school contexts But however, the question remains in terms of its practicality while it is applied in diverging school contexts using the same curriculum which in CA terms is compared with primary good (Sen and Nussbaum, 1993) That is why capability analysis of teachers' functionings and their perceptions in implementing CAPS in low-income school communities is worth to investigate

Moreover, the DoE (2004) asserts that teachers may be aware that pedagogical challenges lie in low levels of formal training. In an attempt to address the situation, the DoE is giving attention to the issue of teachers' inadequate subject understanding with regards to teaching literacy, reading, and writing. It was understood that while some teachers were perceived to barely know how to teach reading, others only knew one method of teaching reading and the requirements needed for all kinds of learning could not be catered for.

For instance, Harley, Wedekind (2004) argue that for the curriculum to be successful implementation, there are certain gaps that need to be closed. Solutions to those gaps should include an upgrade of teachers' qualifications to ensure that teachers meet the basics to do their job. There is a view that, the majority of teachers does not perceive themselves adequately prepared to teach according to CAPS guidelines. This can be attributed to the fact that teachers do not get trained sufficiently and adequately (Akinsola, 2009)

According to Barley and Beesley (2007), there are four key components which are to be considered for a school to do well. The list of key components includes leadership, instruction, professional community and school environment. These components would add more value in rural and poor communities where particular support and training are required in response to contextual challenges that inhibit the process of teaching and learning. Such support may be provided in different ways such as pedagogical support and content knowledge (Hlalele, 2012: 116). However, the responsibility for action lies with relevant stakeholders who are competent to identify and address the needs of individual schools and find a practical solution for existing challenges. Yet, CAPS was dropped from top to bottom and the DoE and government, who are the leading representatives in this matter, seem to be disconnected from what happens on the ground.

Mitchell, De Lange and Thuy (2008: 101) have other views that learners in lower grades should be appropriately assigned tasks according to their level. This is because they are still growing and building different skills including concentration and attentiveness. Therefore, the time to engage in less serious and demanding work. For instance, playing goes hand in hand with their developmental stage. Keeping younger learners too busy with assessments may deprive them of certain opportunities and experiences for their general development which may even affect their literacy and numeracy (Smith, 2011). Given the developmental level of learners in lower grades, it takes a good professional teacher to deal with such young learners when it comes to studies.

A study which was done by (Maekelech, 2002), revealed that most young children cannot sit still for long or concentrate as much as older children. This means that learning in lower grades should be designed according to their level of maturity. For instance, the study which was done by De Witt (2009) confirmed that only 35% of Grade R learners in South Africa meet the minimum criteria for early literacy development. It means that there are language challenges among learners before they even start grade one and this could affect the way CAPS is supposed to be implementation.

According to Oketch, Ngware, Mutisya, Kassahun, Abuya, and Musyoka (2014), language forms part of the basis for understanding all the other subjects. Language challenges can lead to an inability to read and write which may interfere with curriculum implementation. This is directly related to basic capabilities as explained by Nussbaum (2000). Nussbaum's explanation of basic capabilities includes a combination of both internal and external needed aptitudes that enable an individual to develop different abilities. For instance being able to read, write, count, speaking seen and hearing is examples of basic capabilities without which an individual might not be fully functional (Nussbaum, 2000). Without basic capabilities, all the other capabilities may not be achieved when it comes to studies even if there are good teachers and better curriculum. Therefore if there are challenges related to languages in the context of this study, CAPS outcomes may not fully be realized.

The consideration of school settings on the socio-economic and cultural points of view could lead to a better education system. However, a study conducted by De Witt (2009) revealed South Africa to be a country which is great in adopting good policies but often regarded as poor in implementing them.

One of the reasons for poor implementations of the curriculum in South Africa generally lies in contextual and cultural issues as suggested by Smith (2011). Smith argues that a curriculum has to align with the culture of the school community, Therefore, misalignment between cultural values and intended curriculum outcomes could result in interference with curriculum implementation. In addition, what teachers' value and perceive is seen as deeply rooted in them and has an impact on their pedagogical practices (Akinsola, 2009). It should be recalled that teachers are agents of change who do converge the valued knowledge to learners through the curriculum guide. Thus, what and how they teach, what they perceive, how they do things as well as the contextual exposure affect curriculum implementation.

In the isolated case of low-income school communities, it could be understood that even if the same content of the curriculum is taught differently, there would be some issues on the ground such as learners' knowledge gap that might still interfere with CAPS implementation for the argument sake (DeWitt and Hohenstein, 2010) For instance learners might need to catching up or recapping or any strategy that puts them on the same level before they move on. Whether the sameness of the curriculum content equals sameness in solving education puzzles in various school contexts is the argument here.

Furthermore, the Department of Basic Education (DBE) (2010) made it clear in CAPS guidelines that school-based assessment was compulsory for every learner in every school. However, in low-income school communities, contextual irregularities that adversely affect teacher functionings among other things should not have been forgotten that there are. This could be viewed as of teacher unfreedoms.

Moreover, local and international research has shown that unemployment and lack of properly qualified recruits have negative effects on quality education in general (Earley, Collarbone, Evans, Gold and Halpin, 2002). Some schools may need more human resources and infrastructure than others, given their diverse needs. According to Pounder, Galvin and Shepherd (2001) there is a shortage and decline of qualified candidates. This shortage is viewed as a barrier to teaching and learning in many school contexts, particularly in developing countries, rural and poor school communities.

2.1.2.4 Curriculum change, a way to satisfy both international and local development

The global trends of changing policies (especially educational policies and politics) are the common way for governments and societies in transformation including South Africa use to

satisfy citizens' demands (Van der Nest 2012: 5; UNESCO Institute for Statistics, 2006). However, governments may be led to pioneering erroneous or unsuitable policies. This is why a thorough preliminary study is advisable to ensure a proposed policy is implementable in a particular government setting before coming into effect.

South Africa adopted the same move in an attempt to improve its education system as means of satisfying the aspirations of its citizens' and planning for national development according to Department of Basic Education (DBE, 2010). The government's goal was to ensure that its education sector was catered for through a good education policy. Hence CAPS was adopted to fill the gaps of OBE. Today, development policies across borders emphasize learning skills improvement by updating curricula in order to ensure a development-promising education (DBE, 2010). CAPS design should have therefore considered the interests of the nation as a whole and should have given particular attention to community classes, especially schools in disadvantaged areas, to ensure education is equally dispensed in its all aspects.

A study by Todd and Mason (2005) reveals that South Africa is similar to other countries with low-income communities, as well as in Sub-Saharan Africa. As such, it is crucial to notice and acknowledge the presence of diverse school contexts, as mostly encountered in capitalist-economy countries. Any curriculum amendment would then mean catering to all South African citizens and whoever lives in this country. The question is whether CAPS allows for teacher contextual freedoms in teaching. Morgan (2005), Mouton, Louw, and Strydom (2012) indicate that curriculum development goes along with the need for new materials, changes in practice, as well as a change in beliefs and understandings. This implies that old curricula experiences should have been referred to when devising CAPS.

Furthermore, the prevalence of crime, violence, should have been considered in terms of educational impacts and its outcome as it affects the learning process whereby the content of a particular subject, the pace at which learning is taking place, is premised as well as capabilities of teachers (Maringe, 2014) Before the introduction of CAPS, one should wonder whether policymakers had taken into account the way teachers had managed previous curricula and whether important issues such as adequate resources and infrastructure, educators' support were addressed prior to engaging in the implementation of the new curriculum (Fleisch, 2008). In case the above was not addressed accordingly, teachers' functionings would be affected as well as their capabilities to transfer the knowledge to learners, not to mention some factors associated with the school context including socio-economic challenges.

However, according to Van der Berg (2008) curriculum is a product for the society and is deemed to change as society does. Therefore, the empowerment of disadvantaged communities could be realized through the change occurring in schools and which will later be reflected in the community. In other words, schools programs and social development are reflections of one another; a community status determines the type of education obtained by learners in different contexts (Barley and Beesley, 2007)

On a different note, CAPS is theoretically perceived to be a good policy across schools (CIE, 2010). However, a concern about CAPS remains with its practical aspect as CAPS is expected to bring about transformational changes in the South African education and society in general (Phasha, Bipath and Beckmann, 2016). The question is whether teachers' capabilities and functionings have been given a clear path while implementing it.

Switching to a new curriculum without considering both external and internal factors such as safety and security, social and economic transformation would likely have an impact on teachers' functionings hence promote inequality (Sen, 1989). According to Spaull (2012) and Sen (1992) inequality can be rectified when societies are transformed. It is stated that South African learners from underprivileged backgrounds continue to perform poorly or sometimes even worse than those who are not from poor families (Bernstein, 2004 and Taylor, 2009).In addition, this could mean that even after the phasing out of the apartheid regime education system, the difference is not so big in terms of fairly acquiring education at lower levels, i.e. primary and high school levels.

This historical change can be sensed theoretically but practically, few differences have been experienced (Chisholm, 2005). This claim is supported by (Bernstein, 2004) who believes that since 1994, learners from low-income school communities still underperform. This can be associated with poverty capability rather than teachers' incapability. In addition, Van der Berg (2008) indicates that a historical poverty within the underprivileged school communities is the source of learners' different challenges that act as a threat to teachers' functionings. The current researcher agreed with a view that the ruling system and educational stakeholders do their best to transform societies to bring change in the education, social welfare, and national development.

2.1.2.5 Curriculum as a political decision

Gardiner (2003) states that some of the reasons for curriculum change embed a political and bureaucratic aspect; with a view that introduction of CAPS was a result of the country leadership trying to simplify some of its responsibilities. According to Carrim (2015), CAPS establishment was more for the government's convenience rather than simplifying teachers' jobs and improving learners' ability because Carrim thinks that any educational policy should have been thoroughly thought through and designed to ensure the required essentials for all learner contexts. Carrim (2015) believes that the educational policy is designed to fulfill a certain agenda. The question as to why teachers agreed to follow CAPS without their consent remains unanswered. CAPS can be seen as being given to schools just to be implemented to fulfill certain aims, especially as teachers had little or no say in the decision on the curriculum change.

In addition, Bowles and Gintis (1976) claim that schools are super-structurally manipulated to reproduce capitalist orders through policymakers Schooling has been used to produce hierarchies of capitalist relations that are influenced by reproduction roles of schooling in a direct or indirect way as stated by Gardiner (2003). According to Taylor (2009), previously-disadvantaged schools have remained underprivileged in some areas, despite a multitude of education reforms and there are still visible education disparities in South African schools.

Furthermore, South Africa is known for having good education policies, their implementation seems to be hardly successful as historically disadvantaged schools remain disadvantaged although the government has tried to improve their standards (Taylor, 2009). In addition, Carrim (2015) states that a curriculum that offers constructed systems of knowledge and reinforces them through the reconstruction of the educational system is primarily based on class and race that still exists in South Africa.

2.1.3 Impact of poverty

2.1.3.1 Poverty and curriculum delivery

It is a citizen's right to enjoy an appropriate education system that meets basic learning needs and contributes towards reducing poverty, promoting productivity and sustaining development (Zhang, 2006; Spaull, 2013). Poverty is defined by Lacour and Tissington (2011) as a state of having inadequate income and resources that contribute to lack of power and independence, humiliation, inhumane acts that lead to physical depreciation as well as

23

multidimensional social phenomena which may result in the lack of access to fundamental rights. According to Taylor (2009), poverty implication has contributed to dehumanizing accounts and affects individuals' health and state of mental well-being, nationally and globally. For instance, learners' welfare is affected by poverty. It is thought that teachers in low-income school communities could be faced with challenges when it comes to meeting CAPS requirements, mainly due to limited capabilities, poverty, and insufficient knowledge of the curriculum as a result of what is thought to be a superficial training as well as basic capabilities deprivation.

Sen (1985a) indicates that that poverty is mainly caused by a lack of substantive freedom or capabilities. In the South African context, low-income school communities live in poverty and access to basic education is challenging. Such limited educational opportunities reduce families' capacity due to poverty and instead, the cycle of poverty could be perpetuated through generations due to circumstances linked to social and economic dynamics (Van der Berg (2008). In addition, attention is given more to the end product than functionings or the means of achievement. For example, CAPS has the same content across schools in South Africa, the same sequencing and pacing is also prescribed which makes teachers job easy. However, what is not clear is how some teachers will manage to follow CAPS prescriptions strictly in different school contexts such as low-income school communities which are characterized by unprecedented unfreedoms.

According to Nkambule, et al. (2011) and Lemmer and Manyike (2012). Contextual circumstances have an influence on the curriculum implementation However, teachers seem not to be aware of such circumstances in order for them to adapt their teaching strategies for a better delivery of the pedagogy.

Social-economic effects on education are global, as observed in both developing and developed countries (Gay, 2000, Lemmer and Manyike, 2012). These effects manifest in the form of cultural mismatch and other social factors that degrade the level of teaching and learning. The curriculum should, therefore, be designed in a way that enables teachers to fit in various teaching scenarios occasioned by the socio-economic and cultural aspects of the school community (Todd and Mason, 2005). A capabilities curriculum is the type of education policy that South African schools needed. CA does not align with the notion of having single uniform official capabilities (CAPS in this case) as Sen (2005) states: "The problem is not with listing important capabilities, but with insisting on one pre-determined

official list of capabilities (or means to achieve something)." For instance, the CAPS curriculum as an official South Africans school curriculum has the same single comprehensive content.

But however, the question is whether CAPS is implementable in different school contexts and whether it promotes equity. According to Stoffels (2004), teachers should be empowered to teach learners in disadvantaged communities and help them relate and respond to their surroundings accordingly. This is further confirmed by Clarke and Hollingsworth (2002) who point out that curriculum amendment (interventions) should be done while considering social, economic and cultural dynamics, especially in underprivileged communities. Therefore, working within a curriculum that does not cater to social heterogeneity may lead to an unbalanced delivery of the curriculum.

In this regard, curriculum interventions would help teachers in low-income school communities cope with CAPS implementation. Ad hoc training specifically organized for teachers based on their schools and districts on a regular basis may be helpful with regards to maintaining positive perceptions and attitudes when it comes to managing the curriculum. This would then increase the CAPS' chance of success in low-income school communities. The researcher thus argues that teacher's success in terms of implementing CAPS would depend on the school community context, suggesting that somewhere teachers would have wanted CAPS with different programs and forms to satisfy the contextual needs of their school community.

According to Yoshikawa, Aber and Beardslee (2012) family, poverty affects not only teachers in applying educational policies but also the development of children's rate of literacy. This is particularly because such families can barely afford basic resources for literacy development such as books and other school material. Families and community poverty may, therefore, interfere with the learning and teaching experience. The literature explored shows that learners' socio-economic conditions form a major obstacle to teachers' capabilities deployment and CAPS implementation. Poverty, as described in terms of individual or family financial status, housing and outfits can influence learners' attendance as well as the completion of their school career (Prinsloo, 2005).

The literature suggests that all the educational key players fulfill their role to enhance a better education by acting as transformation agent of change both educationally economically, and

socially so as to enable successful education (Maposa and Shumba, 2010). Also, teachers should be encouraged to empower learners through education. This means that learners will not only be taught but also explained the role and importance of education for a future generation. However, the government and department of education should take a lead role in making sure that the citizens acquire better and effective education.

In addition, Zhan (2006) highlighted that a justifiable education system that meets the basic learning needs of its citizens is not only a human right but also a means for reducing poverty, promoting productivity, transformation and sustaining development, hence CAPS is not excluded. Considering that many low-income communities in South Africa live in poverty, access to basic education is one of the many challenges (Halstead and Taylor, 2005). Such educational challenges reduce family opportunities and the capacity for poverty reduction. Hence the poverty cycle may repeat itself across generations as stipulated by Sen (1992). Hence, many poor families in most cases end up not attaining the level of education they may want to.

All in all, awareness and understanding of the contextual needs of teachers and learners, their families and their communities form a key to unlock the delivery of quality education to all. There is also a need for a platform where parents, teachers and the community are briefed on their roles in the education of their children. Consequently, this would reduce the unfreedom of teachers' delivery of CAPS in low-income school communities. Hence quality education and CAPS implementation could be achieved successfully.

2.1.3.2 Living standard and curriculum implementation

Teachers' status and working conditions broadly differ in time and space as do the needs of various communities, taking into account aspects such as teachers' expertise, material and the technology used to teach as well as learners' background. The above-mentioned factors are seen as having an impact on teachers' functioning in the course of delivering the pedagogy.

Sen (1992) and Robeyns (2005: 99) stated that the necessity of acknowledging conversion impairments related to personal, social and other factors that affect the learning process. For the purpose of this study, a low-income school community could be faced with conversion impairment factors that affect teachers' functionings.

Swart, Engelbrecht; Eloff, (2001) conducted a study in Ethiopia which revealed that teachers' across different countries have different living standards and so is their way of understanding

things. There would be scenarios of teachers' enjoying a higher status than others. Similarly, a research conducted in Kenya pointed out that there are teachers' who have more expertise and knowledge, professionalism and autonomy than others (Hunt-Barron, Tracy, Howell, and Kaminski, (2015). Hence, policymakers might have to understand teachers' specific contextual needs, conditions, levels of expertise and professional needs while introducing CAPS. This highlights the uniqueness of needs teachers in low-income school communities in the Western Cape to implement the curriculum. Once again, CAPS might have been more fruitful if it was designed to embrace the diversity of living contexts of learners, teachers and the school community.

Harley and Wedekind (2004) specify that teachers need to be constantly learning to keep up with global systems that are frequently changing. This requires the active involvement of teacher in order to achieve the intended outcomes. It means that absenteeism poses a threat, particularly in low-income school communities Furthermore, Welch (2012), Young and Muller (2010) emphasise the importance of teacher training as a performance and identity building as one of the ways of helping teachers in low-income school communities to cope with capabilities' impairment Teachers, as lifelong learners, need to be polished more often regardless of how they perceive themselves (Mestry and Ndlovu, 2014). This would give them the ability to manage pressure at work.

Moreover, Sen (2999) is of the view that human capabilities should be expanded in terms of "capabilities as development" to improve capabilities and let people participate in decision making and also take control of their settings to enhance opportunities in order to have valuable outcomes. CA embraces the need to address and establish education as human rights, social justice, and equity by involving of the agency for valuable functionings in order to transform society especially in rural areas (Sen, 1992). Rural contexts are seen as diverse and for each context, there should be specific solutions to respond to contextual needs and thus there should be clear guidelines as to how things would work out (Taylor, 2009).

This is in line with Sen (1999) arguments that capability empowerment is crucial in order to allow people to make decisions on what is affecting their lives, self-respect and importantly access to primary good. With regards to functionings, they represent parts of the state of a person, in particular, various things that one manages to do or to be in leading a life. Briefly, the capabilities reflect the alternative combinations of functionings that a person can achieve; and from which he or she can choose one collection (Sen and Nussbaum, 1993). Yet, with the

prevalence of poverty in some school settings, teachers' capabilities face blockades from various sides, especially learners and all the stakeholders.

Studies conducted in the United States of America and South Africa have shown that understanding the learner's background could help teachers devise a proper pedagogical approach that will suit learners' needs (Ladson-Billings, 2006; Clarke and Hollingsworth, 2002; White and Kline, 2012). Understanding the learners' community would help teachers adjust their teaching and it would positively contribute towards their perception of low-income school communities (Phasha, Bipath and Beckmann, 2016). While there is a growing recognition of the need to prepare teachers to better understand learners' diversity so as to effectively deliver pedagogical knowledge, little is being done in terms of preparing teachers to face diverse teaching contexts or communities where they may be placed (Mohangi, Krog, Stephens and Nel, 2016). Teachers in underprivileged areas are the most important role players, given the responsibility and commitment required of them for a proper curriculum implementation while teaching.

Research conducted by Zhang (2006) revealed that in Sub Saharan Africa, learners' learning needs to be improved in less developed countries, including South Africa. Also, Spaull (2013) conducted a study which claims that Sub-Saharan African rural learners had lower learning results, a reflection of their family's socio-economic status. In addition, they were also older than their urban counterparts and had possibly repeated a grade. Besides, they could be faced with less home support for school work, which can be applied in South African school contexts and homes.

2.1.3.3 Basic teachers' capabilities

According to Swart, Engelbrecht and Eloff (2001), a teacher's identity within the early stages of a career is often uncertain and usually, the career is more in the form of survival than that of a professional for novice teachers. Teachers' identity and professionalism develop with time as long as they receive relevant support to enhance their capabilities (Phasha, Bipath and Beckmann, 2016).for the argument sake it could be possible that most young teachers may not do well because of negative perception potentially acquired from a threatening working environment. For instance; if teachers are enabled and assisted in matters related to teaching and learning, their functionings and professionalism may improve.

According to November, Alexander and Van Wyk (2010), curriculum implementation can be successful through commitment and individuals taking their roles and responsibilities. Taking this could enhance teachers' attitude and perceptions. For instance, attending meetings and workshops available to update teachers, and being punctual for the class as required could boost teachers' morale as lifelong learners.

In addition, the minister of Basic Education Motshekga (2013) told the reporters in parliament that South Africa has a huge percentage of teacher absenteeism in the SADC region due to community-associated poverty. She explained that absenteeism is mostly caused by teacher negligence, serious illnesses and lack of transport that prevent teachers from coming to school or teach the whole day (Motshekga, 2013). According to (English, Hargreaves and Hislam, 2002), teachers in poor and rural communities feel worthless and helpless Hence they develop negative perceptions which affect their agency and functionings in schools.

Referring to the CAPS, For instance, teachers who do not come to school regularly, given the busy schedule of CAPS, could find themselves lagging behind the schedule in terms of content covered and become the source of their own unfreedoms. While time and pacing could still prove to be a concern, (CIE,2010) teachers who are chronically absent have slim chances of covering different topics within required timeframes. Therefore, one can argue that the conversion process and teacher agency could be a subject to more unfreedoms than freedoms.

The literature suggests that teachers who lack motivation and agency in teaching in rural and underdeveloped areas are faced with many challenges as CA suggests that agency is important in any capabilities (Nussbaum, 2000). For instance, the tendency of teachers not being available for work may end up developing negative attitudes and perceptions among and within themselves which further impacts their functionings.

Spaull (2012) suggested that schools in disadvantaged communities remain practically disadvantaged today. This means that the implementation of CAPS in low-income school community in one hand may face slim parents cooperation in assisting in the education of their children among other obstacles. On the other hand, one-size-fits CAPS seems to better work in certain school contexts than others. The fact that CAPS implementation unevenly

dispensed across schools it is worth investigation its applicability in low-income school community.

The research that was conducted by So and Watkins (2005) showed the lack of parents commitment to their children general education. The parents' negligence may be due to several factors such as the feelings of inferiority related to the inability to assist their children with the school work as a result of a possible lack of education. Some parents living in poverty may doubt their ability to help learners because they might not have attained a certain level of education (Velsor and Orozco, 2007). Such parents are uncomfortable about getting involved with the school and avoid contact with the school and teachers, which worsens the state of teachers' perceptions and the implementation of CAPS in their communities.

Even if there are well-trained and qualified teachers, their efforts alone would go in vain without such collaboration (Spaull, 2012). It is important that parents know the progress of learners, attend parent meetings, ensure learners go to school on time and do their school work. This could help teachers deal with unfreedoms that they face daily while implementing CAPS.

Furthermore, the study that was done by Halstead and Taylor (2005) found that ignoring distinguished contexts of individual schools in certain communities and lack of consideration of the learners' socio-economic backgrounds could pose a hindrance to teacher capabilities and functionings. Although the content to be learned is the same across all schools in South Africa, the implementation should not be assumed to be the same in all schools because in some school contexts teachers have to play the role parents should have played in the education of their children.

Singh and Mbokodi (2004) claimed that parents should be sensitized towards an active involvement in the education of their children at all levels. In addition, learners' learning should go beyond the responsibilities of the schools alone. Spaull (2012) stated that earners should be encouraged to read at home, to actively participate during lessons, and to stay in school for the duration of the school day. However, it is not always easy for some parents as most of them are faced with many other duties that hinder them from doing that. Therefore some of the problems experienced by a teacher in curriculum implementation can be tackled only if a good collaboration is established and in as long as the social economic status is

upgraded (Maekelech, 2002). For instance, the issue of language challenges and indiscipline of leaners which interfere with the curriculum implementation could be minimized.

An effective education system runs smoothly, provided that there is adequate learning support in the form of textbooks and stationary among other things (Prinsloo, 2005). However, in rural and suburban schools most learners come to school late and without their learning infrastructures such as stationary and exercise books. This alone poses a hindrance to teachers' capabilities and functionings. Inadequate learning resources according to Themane and Mbasa (2002) can hamper the education outcomes and its effects are not only seen in the curriculum implementation but also in the learners' achievement. It implies that even if teachers' efforts are geared towards implementing CAPS, the crisis of support and the insufficiency of didactic material in some school communities contribute some degree of unfreedom to teachers' capabilities. This implies that even if a teacher is willing to do his/her job, at times it is difficult to achieve certain capabilities in a selected context where the curriculum is being implemented.

Shah and Inamullah (2012 argues that the best knowledge and facts are provided not only through a good curriculum but also by having a reasonably sized class among other things. Even if the curriculum is good without all the enabling elements for its successful implementations could be slim. Furthermore, UNESCO Institute for Statistics (2006) points out that teachers' need to have an ability to provide credible teaching and learning and that language is key to any successful teaching and learning to take place without which implementing curriculum could be in vain. This claim is supported by Bovaditsky (2014) who agrees that language influences the way people think and shapes their actions. For that reason, there is a need to have a clear understanding of a language for both teacher and learners in order to communicate effectively (Watkins and Wallace, 2002; Horsford, 2009). In other words, the language of teaching and learning should be understood by both teachers and learners.

According to Gee (2004) and Lovelyn (2004), the language is an important platform which is at the center of all human daily transactions. Language is not only used to convey messages, but it also enables us to connect with other people and helps us express our experiences and views of the world around us. Bovaditsky (2014) highlights that the language is more than just communication because it influences the way we think, and in turn, our thinking shapes our actions and the way we eventually conduct ourselves. In view of the above, the ability to

communicate effectively is an important skill that is needed to participate in one's social, educational economic and cultural life.

Moreover, Gardiner (2003) indicates the need to acquire both communicative and writing skills if one wants to function well in the global village. That means that a teacher should be able to communicate effectively and learners should be able to use a language that he/she understands to communicate at school and elsewhere (Smith, 2011). Hence for the purpose of this study, CAPS implementation need participants who understand a language of instruction for it to take place smoothly. The implication of this for teachers is that learners are inhibited in terms of thinking and expressing their views and ideas productively, and struggle in completing the school work (Oketch, Ngware, Mutisya, Kassahun, Abuya, and Musyoka, 2014). This leads to more unfreedoms for a teacher than freedoms and restrains their functioning at school.

Moreover, according to Chisholm (2007), the convention on children's rights and the South African constitution allow for the government to pass laws that will protect a child. Some schools find themselves in a dilemma when it comes to discipline issues and schools are forced to suspend and expel learners for disciplinary related matters (Yoshika, Aber and Beardslee, 2012). This claim is supported by Zulu, Urbani, Van der Merwe and Van der Walt (2004) who point out that in Durban and in the Western Cape, some learners were expelled and suspended for different transgressions such as sexual misconduct, substance abuse, physical and verbal fights, theft and vandalism. There is evidence from the literature that learners' unruly behaviors could be worsened because no serious punishment is administered to them since corporal punishment has been outlawed (Fleisch, 2008).

According to Maposa and Shumba (2010) without corporal punishment, learners could easily be daring to disrespect teachers as they think that nothing serious is going happen to them. The effect of the abolition of corporal punishment is seen by teachers among whom they say that they struggle to institute disciplinary measures as a result teachers feel disempowered (Swart; Engelbrecht and Eloff,2001). One can argue that a competent institution should consider calls from the bottom layer of education systems concerning a substitute for corporal punishment, without which teachers' capabilities could be affected. In doing that CA as a theory form the basis to analyze as well as to try and understands what is going on with teachers in low-income school community while implementing CAPS.

This study is informed by the Capabilities Approach (CA) authored by Sen Amatyre, a philosopher, and an economist in the nineteen-eighties In recent time other authors such as Nussbaum Martha, Robeyns, Ingrid and others have also added into capabilities theory. The CA fulfill the requirements of giving a direction towards the fulfillment of the research aim and questions of this study since it addresses the issue of social injustices, poverty, formulation of social and educational policies and real achievements. The CA approach is applicable to this study as it is concerned about capabilities (achievements) and functionings (doings and beings) according to Nussbaum (2000). Sen (1993) defines capabilities as the real freedoms that people have in choosing a particular way of life and the ability to achieve. Also, Robeyns (2005: 94) defines capabilities as *"a broad normative framework for the evaluation and assessment of individual well-being and social arrangements, the design of policies and proposals and how this brings social change in society."*

CA suits the study as a framework to try and understand teachers' functionings while implementing CAPS in low-income school communities in the Western Cape. Generally, the approach looks at diverse and individual circumstances that either promote or prevents CAPS successful implementation by getting to know what teachers think of CAPS. The unfreedoms and freedoms that teachers experiences in implementing CAPS draw insight from the CA. Sen (1992) argues that individual circumstances should be acknowledged in an attempt to achieve the intended outcomes.

In addition, context uniqueness and individuality should be taken into consideration if certain capabilities have to be realized. The literature review has shown that CAPS could not have been viewed as a one-size-fits-all policy given the challenges related to school community contexts and teachers' funtionings in delivering the prescribed pedagogy. According to Guskey (2012), the Department of Education (DoE) should not have assumed that CAPS would suit all schools given the nature of socio-economic factors in various school contexts in the Western Cape.

According to Sen (2005), outlining the imperative capabilities is not a problem in itself but the challenge lies in having a fixed list of capabilities based on theory without accessing the public on what should be included in the capabilities and why. Sen Also argues that before capabilities are fixed it is good to research the general knowledge of society as the capabilities may influence functionings and freedoms negatively or positively. This could be

associated with functionings which are believed to be features of human fulfillment. It means that people should be free to make choices as to what they value most.

Like many other approaches and theories, CA has developed from other theories such as the Rawls and theory of Justice (Robeyns, 2005). In recent times, CA has been associated with Amartya Sen, Martha Nussbaum, and others (Clark, 2005). The idea of human well- being as not always determined by the primary good which is originally from Rawls has been criticized by Sen and Nussbaum (1993) who believe that human well-being should not depend on primary goods.

Apart from CA being used across different disciplines including in the field of education, politics, economics, social justice and others, it has been criticized for not having definitive capabilities. It has been viewed as blurish because of lacking fixed capabilities and clarity on valued capabilities (Clark, 2005). Besides, CA seems to have less sufficient evaluative purposes although it has added into a theory of justice and development (Robeyns, 2005 and Clark, 2005). In addition, the authors argue that CA ignores the idea of diversity if it relies on the same commodities as different groups may need different resources or commodities to achieve certain goals.   Therefore, CA is believed to be very general; it might require a complementary theory of obligation and duties (Nussbaum, 2000).

2.2 Capabilities approach

The CA framework has informed this study in the exploration of teachers' perceptions of their teaching of CAPS in a low-income school community in the Western Cape province, Cape Town. The study focuses on teachers' freedoms and perceptions within different capabilities and functionings. The CA is underpinned by the following constructs: capabilities, functionings, freedoms, and unfreedoms. These are the main constructs that inform this study. Other factors associated with CA which are used in this study are for instance low-income school communities, poverty, and inequalities as well- distinguished needs. All these factors are interrelated and have played a role in shaping teachers' perceptions of their teaching and how they function in selected low-income school communities in the Western Cape. Some are more prevalent and influential than others as it appears in the discussion chapter.

Freedoms in terms of the CA are those opportunities or choices that a person or an institution can enjoy and which influence his or her ability to achieve certain objectives.   And

unfreedoms are those circumstances that hinder such abilities and efforts for real achievements. These unfreedoms may vary from person to person, and from school to school (Alkire, 2009). CA provides a direction for exploring a capability analysis of teachers thinking, their freedoms and unfreedoms in relation to implementing CAPS in a low-income school community in the Western Cape.

The freedoms are determined not only by physical spaces at home but also geographical positions and attitude of the community with regards to schooling. These aspects have direct and indirect impacts on the way teachers implement CAPS. Even though CAPS is having the same content and the same form of assessment there might be no guaranteed freedoms to some teachers in low-income school communities due to some distinguished circumstances.

According to Sen (1992), people and communities' statuses are disparate, and this may positively or negatively influence individuals' freedoms to achieve intended goals at the community level or at the school level. Thus, if hindrances to achievements are rightly considered, there will be discrepancies in achieving intended goals. In this case, the success of implementing CAPS in a low-income school community in the Western Cape based on a one-size-fits-all policy is unlikely to be achieved. In this study, it can be argued that, due to the existence of school context diversity (Taylor, 1999), there is a need to apply the capabilities approach as a promising measure concerning CAPS implementation in low-income school communities. The question is whether teachers are able and free to duly implement it.

Furthermore, Sen (1992) states that human beings have different abilities that alter or adjust the way they perceive and do things. In other words, human functionings are diverse in numerous circumstances and settings. For instance, in a low-income school community, teachers perceive CAPS relatively to their school context, which can generate negative or positive freedoms in their teaching practice. Existing unfreedoms or freedoms in a school may influence human resource capabilities and functionings, thus influencing the way aims and goals are to be achieved (Nussbaum, 2000). For this study, poverty in itself can be referred to as one of the capabilities, but a negative one. Capability poverty could be one of the unfreedoms that counters the successful implementation of CAPS in a low-income school community as detailed in Chapter 4 dealing with the study results and analysis.

2.2.1 Capabilities Approach (CA), poverty and its relevance to this study

CA has recently been used in the education sector as a theory of capabilities and social justice. It looks at the welfare of individuals and society as well as policy evaluation. CA embraces the notion of development that pays particular attention to the development of human capabilities (Clark, 2005). In this study, CA is used because it is a suitable approach to bank on when it comes to evaluating CAPS implementation in a low -income school community. For this study, CA will be directed to reasons that have to do with teachers 'freedoms as reflected in their thoughts of CAPS and to measure to which extent CAPS is practicable in impoverished communities.

The CA was chosen because the matter under study concerns social change, poverty eradication as well as an assessment of individual well-being, policies and social arrangements. These aspects have to call upon the CA, an approach judged most suitable, comprehensive, and the right normative framework for this study. Again, there is a suggestion from the current research for the need of a capabilities policy as a proper resort.

2.2.2 Capabilities approach and development

CA forms a suitable approach to study people's capabilities in the development of policies, and this makes it a profound theoretical approach in this study. Therefore, CA has been applied in this study to understand teachers perceptions, freedoms and their functionings in implementing CAPS in underprivileged communities. These freedoms and functionings are dependent on various capabilities. Nussbaum (2011) defines capabilities as not just abilities residing inside a person but also the freedoms or opportunities created by a combination of personal abilities, social and political environment. Furthermore, capabilities are categorized into three categories to which freedoms are functionings are realized. There are basic, internal and combined capabilities (Nussbaum, 2000).

According to Nussbaum (2000), basic capabilities form essential and indispensable potentials for individuals to develop other capabilities such as internal and combined abilities. Basic capabilities are for instance considered to be things like sight, hearing, and being able to speak, read and write. It is argued that without basic capabilities, other capabilities may be difficult to be attained. Therefore, any development agenda such as improved curriculum should see that the basic capabilities have materialized first as they are the foundation of other capabilities.

Further, an indefinite list of capabilities is better welcomed than the definite list of capabilities. This is supported by Sen (2005) who opposes the idea of a list of pre-determined capabilities especially if they have to be applied or implemented by individuals who are in diverse contexts who have to deliver the same outcome. He argues that in the implementation of certain capabilities there should be freedoms such as free education, freedom of movement and freedom to participate in public life. Hence, it is individuals who are directly involved in development agenda (for this study, teachers who are implementers of CAPS) who have to be given the opportunity to participate in deciding on the structure and content of an education policy instead of relying on the decision of few selected elites.

2.2.3   Capabilities, same policy, and different freedoms

The sen's CA approach is applicable in the context of a low-income school community as a lens and frame for teachers' perception and freedoms of their teaching of CAPS in poverty-stricken school communities. CA is used as a normative basis to the overall understanding of how CAPS is perceived by teachers in a low-income school community in the Western Cape in relation to capabilities that teachers as individuals, community, and society have reason to value in relation to their contexts. CA also untangled the nature of training teachers had on CAPS, contextual challenges they face and what they think could be of more value in poor school contexts in terms of curriculum implementation.

In addition, CA provides a view of the implications of CAPS implementation, teachers' freedoms and unfreedoms. The approach consists of seeing if teachers in a low-income school community might have different beliefs and a picture that is distinguished from other school context teachers. The same approach is also referred to concerning analyzing the overall perceptions of CAPS content which same and uniform for all school; as well as the implementation of the curriculum under study in distinguished school contexts. The CA approach is of the view that one can be liberated from poverty, given the opportunity and ability to do so through schooling. The question here is whether CAPS guarantees equity implementation in poor communities. If schools are not equal in terms of resources, support, level of literacy, human resources and are geo-socially distinguished, then the issue of teacher functionings is questionable.

Sen (1985b) states that every person or institution is unique; therefore, the unique needs of each distinguished person or institution should not be undermined. Hence, referring to this study it is important to look at the internal and external factors that affect teachers' freedoms

and functionings in implementing CAPS. There is a view that the implementation of CAPS should not just be judged based on the sameness of content and assessment. Other factors such as geo-socio-economic reasons and stakeholders should be looked at closely.

Furthermore, Sen (1992) acknowledges the positive aspect of diversity, arguing that diversity enables people and institutions to progress differently even in circumstances where they have the same amount of primary goods. This study employs this illustration to try and analyze the capabilities of teachers in terms of their perceptions and freedoms in the teaching of CAPS in a low-income school community in the Western Cape. Sen (1992) suggests that context uniqueness should not be taken lightly as that is where the conversion process takes place uniquely. Therefore, the capability analysis of teachers' freedoms in the teaching of CAPS could be viewed as positive. Participant schools in this study are from the same low-income school community. Therefore, the idea is not to compare the outcomes of the research but to get to know, analyze and explore teachers' thinking of CAPS. Likewise, freedoms or unfreedoms that they may be experiencing during the implementation process as a representative of others in low-income school communities have been explored.

According to Clarke and Hollingsworth (2002), curriculum amendments may not necessarily benefit teachers or learners, especially if they are contextually insensitive with uncertainty as to whether they are implementable by teachers. This could imply that the following curriculum design should consider geo-socioeconomic school contexts in order to accommodate or have a place for a long-dreamed-for education for all.

2.3 Summary

The literature review explored proves to be rich and fruitful in terms of exploring teachers' perceptions, unfreedoms, and capabilities in implementing a curriculum. As such it aligns with the aims and objectives of the study as briefed in this section.

Concerning the curriculum change, it is revealed that the transitional phase between two successive curricula is not easily manageable due to inadequate teachers' training on the new curriculum in terms of duration and content package. It is also due to the poor attendance at the training by teachers from disadvantaged schools as a result of their unavailability linked to their school community contexts. Issues such as school understaffing and lack of other resources do not allow teachers to be relieved of their teaching duties. Teachers who do not

have a basic knowledge of the curriculum, tend to develop negative perceptions of it and are obviously unable to follow its instructions.

Concerning CAPS (also branded one-size-fits-all), the literature highlights a sort of discontent about its advent as the teachers were not duly involved in its adoption and its design. Further, CAPS seems not to work in all school contexts, rural and disadvantaged schools particularly. The current curriculum is also reproached for overburdening lower grade learners and for not accommodating all school contexts. CAPS prescribes subjects that are perceived to be a waste of time waste as they do not benefit poverty-stricken school communities. Various studies suggest alleviation of excessive assessments for young learners and of subjects judged to be futile in some school contexts.

The literature further reveals that teachers in poor school communities seem to be incompetent as the majority are underqualified, run classes underprepared; fall short in the subject knowledge, and show the signs of unprofessionalism through absenteeism, feelings of worthlessness and negative perceptions of learners which pose as unfreedoms in their teaching practice. The situation demands, therefore, development programmes tailored to individual school contexts; which imply complexity involved in devising such development programmes in place of old ones which are deemed ineffective.

Furthermore, the lack of a conducive cooperation between the department, the school, the teacher, and the parents are problematic in the implementation of a curriculum. In the education of their children, parents fail to give them a workspace, do not assist in school work completion and do not attend school meetings. On the other side, the department has not done much in terms of staffing issues, logistics and reducing the knowledge gap observable in poor community schools. This contributes to teachers' unfreedoms and capabilities' impairment and the intervention of the government is therefore needed.

However, the literature points out critics with regards to the government's adoption of CAPS, citing political motives. Though curriculum change is a global trend in transforming societies like South Africa, CAPS is seen as one of the instruments put in place to create distinct capitalist orders and to widen the gap between rich and poor. It is argued that these inter-related factors and the poverty aspect of school communities have affected teachers' freedoms and capabilities. It was revealed that the effect of poverty plays a big role in the poor outcome of a curriculum. An improved curriculum is necessary in order to keep up with

globalization. Since the teacher is the main stakeholder of the curriculum and pedagogy, appropriate and effective development programs should, therefore, have preceded the implementation of a new curriculum. Furthermore, capabilities' empowerment for teachers, parents, and community should be enhanced as they form an ultimate support for a successful implementation of a curriculum. All in all, the conducted literature was relevant to this study.

With regards to the theoretical framework, the approach used in this study sheds light or serves as a profound framework in as far as teachers' perceptions of their teaching of CAPS in a low-income school communities interferes with teachers' capabilities. CA is used as a normative basis of overall understanding of teachers' perceptions in relation to the capabilities of teachers as individual, community, and society have reason to value in relation to their contexts. CA also untangled the nature of training teachers had on CAPS, contextual challenges they face and what they think could be of more value in poor school contexts. CA is against the notion of pre-determined capabilities for different context especially if the public is less involved and the general knowledge not explored properly in diverse contexts. CA embraces the notions of capabilities as development, positive freedoms, and enhanced functionings to enable individuals to fully participate in things they value the most.
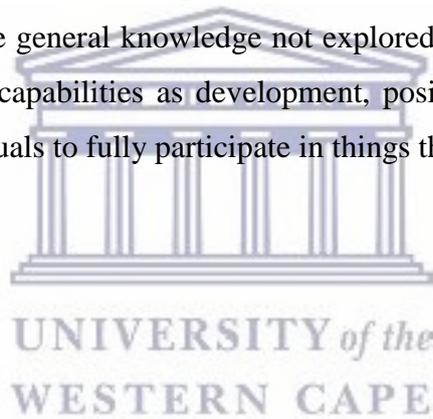
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a clear description and explanation of the phases of the research. It includes planning, the methodology, data collection methods, and the analysis of the findings. All the stages are informed by the research aims and objectives.

This research is based on qualitative design methodology and techniques. Qualitative research is a research paradigm that seeks insight through verbal data collection rather than standardized data (Yin, 2015). It is a blueprint method and design with details, stating how one intends to conduct a research project in order to answer the research question of the topic of study (Trochim, 2006; Schumacher, 2006:117). In addition, qualitative research is an inductive process of organizing data into categories and identifying patterns or relationships among categories which makes the research exploratory (McMillan and Schumacher, 1993). According to Babbie (1998), qualitative research is a type of research which is based on the study of human actions in a setting from the perspective of the social actors themselves in a certain context. Further, McMillan and Schumacher (2006) and Merrian (2002) state that qualitative research is based more on extracting meaning by interacting with participants in order to understand their real experiences of teaching CAPS. Qualitative research is more concerned with understanding social phenomena from the participants' perspective.

A qualitative design and approach were used in this research since the researcher wanted to analyze teachers' capabilities and the authentic perception of their teaching of CAPS in a low- income school community. Teachers' freedoms and unfreedoms in the pursuit of educational aspirations were also explored. Human actions were studied from the perspective of the social actors themselves. Issues or aspects that were considered before embarking on the research for a successful exploration of the phenomenon in the study follow in the table below.

Table 3. 1: Research phases

Phase one: planning phase	The researcher thought of research skills that she possesses. Search for relevant literature Think about the collection of relevant data Population and sampling Research site
Phase two: the organization phase	Researcher thought about: Collection of data Handling data Data analysis and categorization How to form themes Any similarities or differences among categories
Phase three: reporting phase	Data presentation and interpretation See that there is fair reporting of data and consistency Report results systemically Clear and logical presentation of results Ensure credibility, reliability, and trustworthiness A full description of data Conclusion

3.2 Qualitative methodology and design

The exploratory approach was used as it was found suitable with regards to investigating social phenomena without explicit expectations. Therefore, in-depth interviews were conducted, a personal diary kept and relevant documents studied. The exploratory research was opted for by the researcher based on aspects such as face-to-face talks or interviews, observations, focused group interviews and the observation of naturally occurring data. In addition, the creation of codes themes was based on the gathered qualitative data. The research design used in this study helped the researcher to gather the first-hand data and study the phenomena. The researcher used the data as a primary research instrument to study the phenomena of CAPS implementation in its natural setting, in this case, schools in a low-income school community.

3.3 Research sample and population

Sample refers to the population and variables that have been selected in the process of answering the research question. It is a smaller selection of subjects who represent the larger population and from which the researcher collected information (Oliveira, 2008:37).

42

Concerning this study, the sample and population include six educators of which two are female and two are male: two principals, two HODs, and the two subject teachers picked from two schools located in a low-income community in the Western Cape as shown in Figure 3.1.
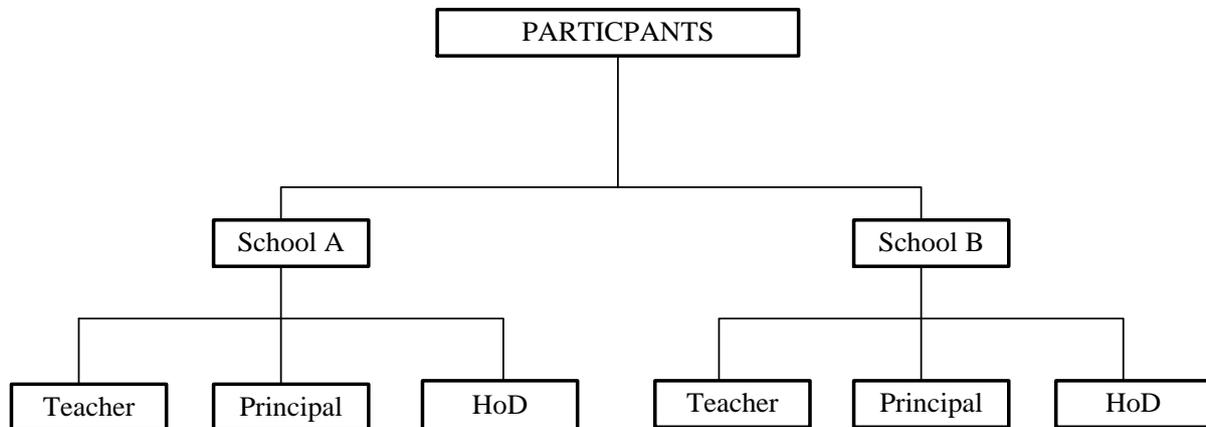
Figure 3. 1: Diagram illustrating the research participants

Female participants include the HOD and a principal whereas males included two teachers, a HOD and a principal. The total number of participants is six. The primary school is labeled as school A while the high school is cited as school B. With a teaching experience ranging from four to thirty years, the participants are specialized and teach languages (English and Afrikaans), Maths and Tourism. HODs and principal(s) also teach due to insufficient teaching staff in the respective schools.

3.4 Data collection

The data gathering stage is an important one for any researcher and needs to be carefully conducted and to conform to research ethics. It is the wish of any researcher to obtain credible data that shows trustworthiness and which is dependable. The researcher obtained research data from three different sources, namely relevant literature sources, semi-structured interviews and reflective journal which includes observation and writing field notes. The relevant documents were carefully selected and read to gain insight into the research problem. The literature used includes journals from relevant and accredited sources, books, policy documents as well as relevant websites and reliable sources.

A critical reading of the selected literature was then done. Different interpretations and understandings contributed to unfolding the research problem and provided direction for the

research aims. However, there is a paucity of literature in the researcher's area of study which posed a handicap to the research. Further obstacles arose when the researcher was about to embark on the process of collecting data, one of the schools abruptly withdrew from the study. Understanding the ethics, the researcher was forced to look for another school as a matter of urgency. She eventually found another school; all the ethics were observed and interviews followed.

The individual interview allows for transparency of the participants and removes the fear of being criticised (Golafshani, 2003). The interviews took place at the respective schools. The participants were reminded of the confidentiality and anonymity of their names and were also informed that they could withdraw at any time or not respond to a question if they do not feel comfortable during the recorded interview session. This procedure was followed in order to adhere to research ethics and dependability.

In addition, during her visits to the schools, the researcher took notes during chats with the participants to establish rapport and also took field notes. These are small chats that the researcher had with the participants before and after the interview session. This was to make sure of the credibility of the qualitative data.

The process of data collection was done after approval and consent had been obtained from the WCED and from the participants respectively. These are the people who have helped the researcher identify teachers' capabilities and perceptions and their freedoms regarding the teaching of CAPS in a low-income school community since it was introduced in 2012. Half-to-an hour duration interviews were individually conducted at a different time and in a different space for all six participants. A Philips Voice Tracer model DVT 1150 (Figure 3.2) was used to record the conversations.

Figure 3. 2: Device for recording interviews

The interviews had a semi-structured aspect with a focus on teachers' perceptions, freedoms and unfreedoms while teaching according to CAPS. Furthermore, the researcher made use of available documents related to the literature theoretical framework suitable for this study as a source of data. Different sources of literature in the form of books, journals, websites, policy documents, conference papers, news agencies and theoretical frameworks were sought as a data source. The according protocols were observed; which includes the careful selection of the source of information, acknowledging the source and referencing according to the recommended style.

In addition, field notes that were taken during the research and data collection process as observed by the researcher formed part of triangulation to ensure the trustworthiness and credibility of the research. All these sources were merged and yielded data. The processing is explained in the next section.

3.5 Data analysis, organization, and management

Data collection was followed by data transcription. During this phase, the researcher proceeded by playing and listening to the recorded voices of the interviewees and transcribing them into a document of typed text data (Figure 3.3).
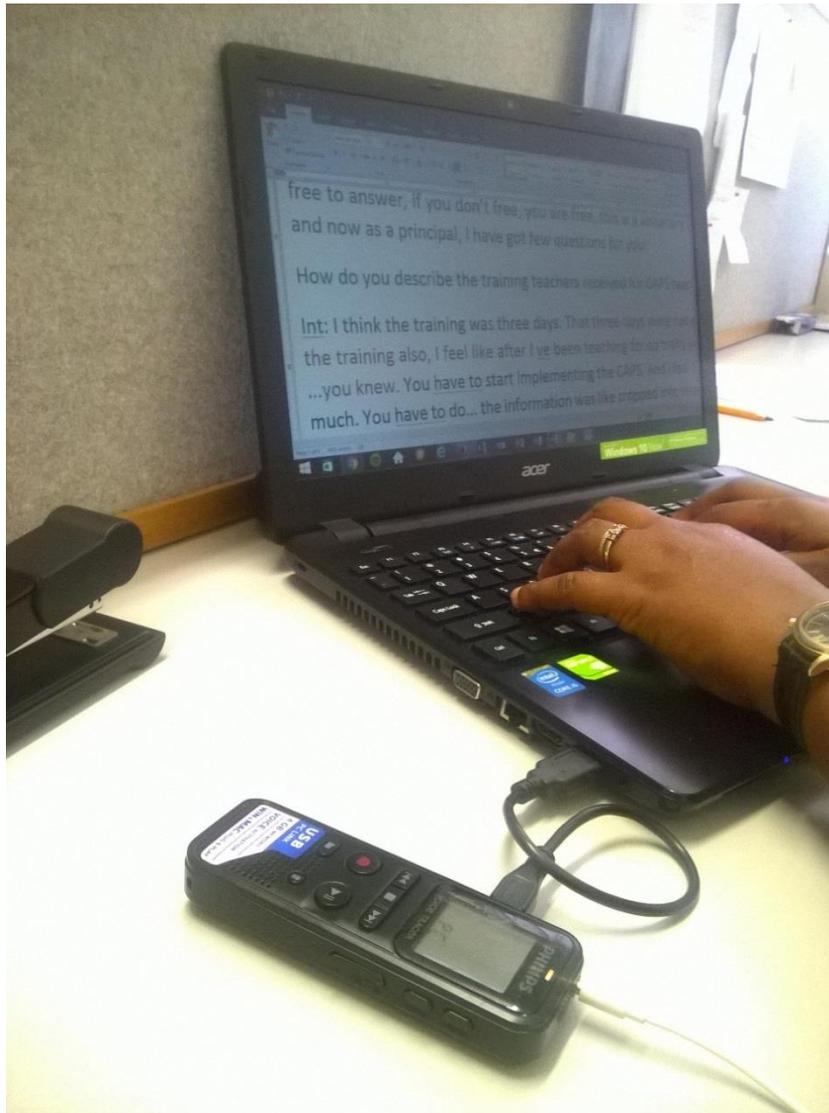
Figure 3. 3: Illustration of the data transcription process done by the researcher of this study

To ensure reliability and to avoid the possibility of biases, the researcher used a friend to independently transcribe the same data into text. The researcher then compared the transcriptions, examined, categorized and put the data into tables in which the raw data was transcribed into text data. Different codes were then allocated, depending on the similarity of the idea and then put into different categories of the same nature. Themes were then created. The researcher sees this phase as an interactive process with data where theoretical approaches are applied to interview data. According to Miles and Huberman (1994), the data analysis process involves reading and re-reading the data after transcribing them from recorded voice to text data. This process allows the researcher to refer to data and codes back and forth and refine and re-define categories for clear empirical evidence (Attride-Stirling,

46

2001). The interviews records are safely kept in an encrypted compact disc (CD) as study evidence as well as for future re-analysis of the data whenever needed.

3.6 Ethical Considerations

The research process involves having a general plan of action in order to conduct meaningful research; those actions include obtaining permission from all involved stakeholders (Babbie, 2002; Flick 2009). Therefore, the current research was conducted after permission was obtained from the WCED, sample schools, teachers, HODs and principals of respective sample schools, and the UWC ethics clearance committee in a written form (See Appendices E and F). Permission was obtained, the researcher issued consent forms to the willing participants (See Appendices C, D, and E), the data collection procedure was followed and interviews with participants were scheduled.

The participants were informed of the confidentiality and anonymity of the entire research process, that all findings are for research purposes only and that their names would not be mentioned or appear anywhere in the research. The participants were made aware that the research would remain the property of UWC. Participants were also made aware of their freedom to withdraw from the study at any time (Babbie, 2007) and then the interview process began. Therefore, all the research ethics were observed before, during and after the data collection procedure.

All participants participated willingly and they signed the consent form which served as evidence that they agreed. None of the names of the schools or participants were mentioned in the research. Instead of using the real names of both schools and participants, codes and general names were used, for example, school, A and B were used. In addition, HOD, teacher, and principal from either school A or B were used instead of their real names. All the appropriate authorities were consulted and they gave permission to conduct this particular research on the capabilities analysis of teachers' perceptions and freedoms of their teaching CAPS in a low-income school community in the Western Cape. These authorities include the WCED and UWC Ethics committee.

3.7 The rationale of the research design

A qualitative data design was suitable for this study as the qualitative data gathered helped the researcher to explore teachers' perceptions of their teaching of CAPS in a low-income school community.

3.8 Research site

The schools under study are situated in Cape Town in the Western Cape. The schools are in the suburbs of the Western Cape which are characterized by low middle and low-income school communities. The schools are one primary and one secondary school which are not located very far from each other. Both schools use a dual medium of instruction although one of the schools' have a majority of learners that are of color descendants and the other one is dominated by black South African learners by 80%. The rest are learners of color and learners from other African countries.

3.9 Sampling design and selection of participants

The participants were selected to suit the topic of the study. Purposeful sampling was selected as the researcher wanted to find participants who suitably inform the research questions and aims (Patton, 2002). This was so that the phenomenon could be studied in its natural setting with the relevant or appropriate people. The snowballing technique was used whereby one participant from each school was contacted and informed of the area of study.

The identification of the first participant was done by a referral from an expert in the area of study. After identification, he/she then helped in identifying other participants. This process requires the next participant to identify the next suitable participant and so on. The study involved six participants; two teachers, two HODs and two principals. The teaching experience of the selected teachers ranges from three to thirty years.

3.10   Data gathering methods and procedure

All six participants were interviewed at different times and in a different space. The interviews took between thirty minutes and one hour. Semi-structured interviews focusing on teachers' perceptions of their teaching in a low-income school community, freedoms and unfreedoms, while teaching in the Western Cape, were conducted.

In addition, other methods used as a source of data were reflective journal including field notes and documents or literature, including the theoretical framework. According to Patton (2002), documents as a source of data are easily accessible and do not incur costs compared to others. The researcher needed to find, the relevant documents based on the area of study. Different sources of literature from books, journals, websites, policy documents, conference papers, news agencies and the theoretical framework used in this study were sought as part of data. The researcher selected the relevant information that seemed to be useful for the study.

All the protocols were followed in obtaining these documents. This includes careful selection of the source of information, acknowledging the source and carefully referencing according to the acceptable referencing conversion. In addition, field notes that were taken during the research and data collection process as observed by the researcher formed part of triangulation for the purpose of trustworthiness and credibility of the research. All these sources were merged while processing the data.

3.11   Thematic analysis

In creating themes from the gathered qualitative data, transcription of the data was done carefully. To avoid bias and for data credibility, the researcher asked a colleague to transcribe the data and the researcher herself transcribed the same data. Then the transcriptions were carefully compared and the thematic analysis was initiated. Grouping of the same or related ideas was put together then those ideas were given codes and placed into different categories. From these categories, the themes were extracted. The researcher read and re-read all the data, and grouped and regrouped different codes into different categories for data credibility. This was to keep up with the research ethics, credibility, trustworthiness, and dependability.

3.12   Coding

The ideas, words, and phrases that were used frequently were organized and put into different categories. From there the overarching themes were built on the data. Each category obtained from coding was given themes that are associated with it to give a deeper meaning to data. Then the various categories were collapsed into one main overarching theme.

3.13   Validity and reliability

According to Golafshani (2003), validity has to do with the appropriateness of the phenomenon being studied and reliability is concerned with the quality of data and data collection procedures. For the validity of the research and data, the researcher observed all the procedures of the qualitative research and all the ethics and protocols of this research were observed. This included obtaining consent from the participants and WCED, not mentioning participants' names, as well as allowing participants to withdraw at any time. Triangulation through the use of multiple data sources and analysis of data (Creswell, 2013) helped the researcher to confirm the study data and also make the data more dependable. To make this research reliable, as a primary researcher of this study, extra care was taken into consideration in handling the entire research and data collection, and analysis process. The

researcher paid careful attention and applied consistency during the entire process of conducting semi-structured interviews, data transcriptions as well as during the analysis phase. I familiarized myself with the data, identified codes, coded the data and then organizes codes to extract the themes.

Biases were circumvented by avoiding being subjective, ensuring the integrity of the data and thus ensuring the credibility of the study outcome. Table 4.2 shows a series of measures taken to keep the research credibility.

Table 3. 2: Measures taken for research credibility and validity.

Credibility	-To ensure credibility the researcher avoided being bias and subjective. -The researcher evenly reported all the evidence used -Credibility is ensured in this research by conforming to validity and a reliability set of rules such as triangulation and data confirmation.
Trustworthiness of data analysis	Data is recorded, transcribed, read and read again to familiarize the researcher with data, asks a friend to transcribe data for comparison and avoiding bias. Ideas of same nature or likeness are given codes. Different codes are formed. Codes are put into different categories. Those categories are read and read again. The categories are clustered into different themes. Themes and concepts are examined. The relationships between and among the data are examined.
Validity	Qualitative research methodology is used as an appropriate methodology as it helped the researcher to investigate the social phenomenon in its natural setting. It does not involve numerical assessment but rather involves exploration and description and is holistic in nature. Data produced from participants is spoken and recorded words helped in identifying teachers' perceptions and freedoms when teaching CAPS in a low-income school community, in the Western Cape. The researcher described human behavior based on her understanding.
Dependability	Multiple sources of data are used by the researcher. Interviews conducted observed all ethical considerations. Data handling and management were done appropriately in an encrypted format. Data is not destroyed in case someone is interested in re-doing or reconfirming the results. The methodology and literature have contributed to an empirical understanding of the research aims and questions. The entire research rigor has been put forth. Sample selection and selection of the research site was appropriate in answering the research.

3.14 Challenges and limitations of the study

The study sample is small therefore this can be seen as a limitation of the study. A sample of two teachers, two HODs, and two principals was used in this study. The total participants are

six in number. The study took place in two schools located in a low-income community of the Western Cape. Hence the study only represents schools in the low-income school community. In addition, it can be said that there are contextual limitations as the study was conducted in a low-income school community of the Western Cape Province in South Africa; which may appear as a contextual weakness. Therefore, the results that emerged from this study may not be generalized to other schools that are in a context of the same nature. The data gathered from the interviews as well as the results are customized for the respective schools. The study only represents schools in the low-income school community, therefore, the findings may not be assumed to be the same across schools in the same context.

Also, the researcher encountered one school that withdrew from the study at the last minute. This challenge is not without merit as it forms part of the research. In keeping up with research ethics, which provides for the participants, including schools or teachers to withdrawing without fear or notice, the researcher had to look for another school. It was not as easy as one may think because it took another few weeks before the researcher could get permission to conduct research at another school.

Therefore, ethical procedures were followed again, for instance informing the WCED of the change of school and sending a consent letter to the school principal asking permission to conduct research in his school. Finally, the researcher was permitted to conduct research at the school referred to as B in this study. Again, a few challenges were encountered in the phase of the interviews. There was the time issue which caused the interviews to be postponed for up to a week. Then everything went well as the researcher managed to collect data via semi-structured open-ended interviews and taking field notes while observing certain trends.

Another limitation of the study is the sample size. The sample of six participants is small; therefore the results of this study may not be generalized. The findings are customized for specific schools. The study only represents schools in a low-income school community, therefore, the findings may not be generalized. In addition to that, there are contextual limitations as the study was conducted in South Africa, in a low-income school community of the Western Cape province which may appear as a contextual weakness.

51

3.15   Summary

The chapter provided an overview of the methodology, methods, and instruments of this study. It has comprehensively shown step by step how the data collection procedures took place and all aspects of credibility. The methodological section is important as it informs the aspects of the research aims and the way the research questions were answered.   The methodology, methods, and instruments used in this study contributed towards answering the research aims and questions as it paves the way in how the research aims are going to be answered. It gave a roadmap for how to go about the whole process of fulfilling the research aims. Reliability or validity, trustworthiness, and dependability in this study have confirmed the credibility of this study.

After the collection of data, the latter is pre-processed and analyzed to yield findings which are discussed and analyzed in the next chapter.

52

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, the analysis and the interpretation of data collected during research conducted in a low-income school community of the Western Cape. Herein are the findings of the study are related to an exploration of teachers' perceptions and freedoms of their teaching of CAPS. Teachers' perceptions of their teaching of CAPS and freedoms were analyzed based on a capabilities' approach to qualitative research methods and thematic analysis. In other words, this section is meant to present themes resulting from the study and facilitate the understanding of the social phenomena being studied by the researcher.

Qualitative data analysis is described as a systemic process of examining, selecting, categorizing, comparing, synthesizing and interpreting data in order to address the initial propositions of the study. In line with the capabilities approach of Sen (1985a), the obtained themes are categorized into different aspects such as teachers and CAPS, poverty, CAPS and basic capabilities, and resources and CAPS.

The findings are concurrently discussed based on interviews, observation (field notes), and document or relevant literary which was used. Most elements around the capability analysis of teachers' perceptions and freedoms in the teaching of CAPS, particularly in a low-income school community, are presented.

Given that the qualitative data analysis is a non-numerical assessment which involves words (Babbie, 2007); the analysis was made through thematic analysis based on collected qualitative data, document reviews, and field notes. The data analysis was done in two phases consisting of reviewing and refining themes. In phase one, the review of the coded data extracts consisted of reading the collated extracts for each category, and ascertaining that they form a coherent pattern (Corbin and Strauss, 2008). Phase two dealt with grouping the themes together to obtain the main themes.

Two kinds of arguments have emerged from this research, positive and negative. On a positive note, CAPS is perceived by some as an efficient inclusive policy meant to convey the same content to every single school, regardless of the context. This argument refers to the principle of democracy and equality which has been part of the sector of education since the

independence of South Africa. Secondly, CAPS is negatively perceived by teachers who put forth their arguments. The main argument presented against CAPS is its implementation in low-income school communities in the Western Cape given factors that deprive teachers of their freedoms while teaching. There is a view that teachers' capabilities and functionings are hindered in low-income school communities in the Western Cape.

Though CAPS has relieved teachers of most administrative work and made it easier in terms of planning for subject activities, issues of time and pacing as well as teachers' freedoms were found to be a concern in the teaching of CAPS, especially in the low-income school communities. Overall, teachers perceive CAPS in a not-so-positive light as the education policy demerits are prevalent according to the findings of this study which are discussed in-depth in this chapter.

4.1.1 Teachers' perceptions of CAPS

It is natural to think that the way teachers apply a curriculum will align with the way they rate it as well as the quality support training and development programs they receive.

Before the introduction of CAPS, its predecessors such as Outcome-Based Education (OBE) and Revised National Curriculum (RNC) were not so well -perceived and deemed as a failure while many others showed dissatisfaction of both the old and the current education policies (Fleisch, 2008). Whether the negative views or perceptions have the same effects on CAPS when applied in diverse school context forms the aim of the current study. According to Novak (2010), there are still pending issues and gaps to be covered in underprivileged school communities for the certainty of successful implementation of the curriculum. This is in line with the views of Taylor (2009) who argues that previously underprivileged schools have remained and are likely to remain so, though the CAPS has glimpses of positive critics according to the findings of the current research.

For instance, few teachers have positively described CAPS as a more informative, productive and straightforward approach although there is a variety of aspects that interfere with teachers' freedoms and functionings in their teaching exercise. They expressed their unhappiness with the lack of an adequate induction programme for novice teachers, inadequate CAPS teachers' training, political motives behind CAPS which boils down to mixed feelings about CAPS. The teaching of subjects that are irrelevant to certain learners'

future, and lack of parent commitment to CAPS implementation to name but a few in terms of demerits associated with CAPS.

Here are some of the quoted views from a participant (school B teacher) when asked about own views on CAPS:

"CAPS is very enlightening and smart. I am very excited about the new curriculum and content. It takes off admin burden from teachers. It is a single approach and has a strong content as opposed to Outcome-Based Education (OBE) which was a burden to kids".

A teacher from school A also explained "…*CAPS allows for phase planning for instance from foundation phase to the intermediate phase and from one grade or phase to the next for instance from grade four to five. It allows continuity and progression as well as enhancing logical thinking of a teacher and self-analysis."*

Further, here is the view of the same school B teacher when asked about CAPS suitability to learners in low-income school communities.

"Yes, it is suitable for them. The emphasis is more on a textbook which is compulsory and acceptable to every learner. Therefore, no learner can complain of not having the necessary and teacher have tangible evidence to refer to while addressing learners."

Here is an opinion from school A teacher with regards to CAPS implementation:

"CAPS is nice, it is straightforward, it is single, at the same time it is comprehensive, there is a lot of content to it but it is far more straightforward and more implementable".

The above extracts reveal that CAPS is a beneficial approach for both learners and teachers. Apart from being less laborious, CAPS is efficient as a method of learning. As such, CAPS is in line with the views of Lekgoathi (2010: 107) who suggests that issues of learning are quite sensitive and a new curriculum should bring a good assessment approach and promote a balanced learning and teaching process.

Therefore, referring to the old curricula, CAPS is to some extent positively perceived, unlike the OBE which was criticized for overburdening teachers with administration work. There is a view that CAPS puts more emphasis on enhancing teacher pedagogical practice. CAPS is generally further lauded for speaking and addressing the urgent needs of both learners and teachers, which makes it quite productive.

On a negative note, this study has found that teachers, especially beginners, are hardly offered in-service training in both schools A and B. Teachers expressed the need for an orientation program to acculturate novice teachers to the particular school and the community that they will be teaching in. A teacher from school A asserts:

"*You are left in an ocean of uncertainty to figure out things for yourself. You are just told this is the class, these are the books and you are given an old past paper that is all. The rest you must figure it out". And you are just left alone apart from being introduced to staff, the other things you have to figure it out and this makes you so frustrated".*

Furthermore, in low-income school communities, the study reveals that the challenges observed in implementing CAPS are related to teachers' capabilities, freedoms and, functionings. Focus in more on time while it should rather be on subjects and planning. This is corroborated by research suggesting that a good curriculum alone is not enough to guarantee quality education if learning and teaching are taking place in diverse contexts (UNESCO Institute for Statistics, 2006; Robins, 2006; Vaughan, 2007). Further studies advise a CA-based curriculum for the 21st century implying the need for teachers capable of implementing a curriculum adequately and freedoms which are the principal means to achieve development (Sen, 1999; Nussbaum, 2006). Though CAPS development is more acceptable by many teachers, its practicality in distinguished contexts has proven to be questionable and calls for particular attention (See 2.1.2).

It can, therefore, be said that the positive attributes of CAPS are expected to influence teachers' perceptions and positively inspire them in their teaching practices as stipulated by Richardson (2003). Further, the relationship between teacher beliefs, attitudes, and practices are influential on classroom practices, teacher behavior, and the content knowledge that he or she has to offer to learners (See 2.1.2.3).

Conversely, if teacher professional enhancement is not administered properly and regularly, attempts to improve education could experience impairments (Phasha, Bipath and Beckmann, 2016). It is worth to acknowledge that a teacher plays a key role in the education system Teachers are the agents of change in any education system and without them, education for all might be an unachievable dream (See section 2.1.3.3). It implies that without a positive correlation between teacher competence and curriculum implementation, quality education is

unlikely to take place, given that teachers must have a deep understanding of their subject and are able to successfully deliver according to the curriculum (Refer to section 2.1.3.1).

Beginner teachers need to undergo preparatory training with regards to content and pedagogical knowledge (Phasha, Bipath and Beckmann, 2016). They also need support and induction on school culture and managing teaching and themselves. Consequently, the lack of training and orientation at school can directly create a negative perception of the implementation of CAPS which indirectly impacts teachers' functionings, especially in a low-income school community for beginner teachers.

Other negative perceptions are related to the bureaucracy and politics associated with CAPS as expressed by school B HOD whereas school A HOD thinks that CAPS put teachers under pressure. Following are their respective opinions:

School B HOD thinks that "*CAPS is politically geared, ANC decision...full of political will to include all learners. CAPS was to develop social economic gaps. CAPS was to bring all people to marketplace. CAPS is inclusive and allow people to pass.*"

School A HOD thinks that "*… assessment is the thing we struggle with because the kids don't understand some of the things …. And you have to stand still and explain (hmmm), but you can't stand still and explain because the next page is going to be the assessment part. Now some of us when we are under pressure, we assess, we teach to assess, and that is not actually what is supposed to happen. …We do the things, we have our lesson plan, we have all the things but the main thing is not the one that sometimes happens, in general, starting with CAPS it was a difficult thing to phase into and get used into. If you are sticking with the same subject, it is okay but if you have to change next year, with another subject you have to study yourself into the subject again. If you teach the same subject next year, it is not difficult*".

This insinuates that the school and CAPS can prevent teachers from functioning with ease such that they are constrained from finding a way out and teach just to assess. This theme has also been highlighted by the principal from school A who indicated that sometimes a teacher does not really need to use or follow the lesson plan because of the gaps that need to be filled. In addition, according to her, CAPS may not be easy to follow if a teacher has to change the subject he/she is teaching unless a teacher is offering one lesson only. It can be said that teachers' functionings are not really enhanced as expected. Also, a combination of

57

impairments in the form of lack of proper teacher professional development, bureaucratic curriculum and the practice of teaching just to assess adopted by some teachers proves that teachers' capabilities to achieve valuable functionings are hindered.

Moreover, HODs for both schools expressed concern when it comes to the subjects they teach. School B HOD, as an experienced Mathematics teacher, thinks that pure Maths does not necessarily help learners manage their lives, especially as most of them experience difficulty in learning Maths. The HOD thinks that pure Maths uses time which should be spent learning other things. See the view as expressed below:

"...Mathematics literacy does not teach you how to manage your life. It teaches you how to manage your checkbook. Pure Maths should be phased out."

In addition, both school principals are critical about the burdening amount of assessments planned for lower grades learners especially, in grade three. Instead of benefiting learners, they lose focus and are unable to read and write.

This is one of the surprising themes. The HOD thinks that those learners could rather learn something that helps them deal with challenges in life. This explanation corresponds with that of school A principal who thinks that learners should only be taught what is important to them. On the other hand, the HOD from school A who teaches Afrikaans as a subject thinks that learners experience problems of reading with no comprehension. The problem is further worsened by constraints related to time and sequencing as prescribed in CAPS. This is explained in the following:

"The children can read, but they don't read with comprehension. Kids are struggling with the assessment. Because they can't read, they can't speak, but when it comes to writing, and answering questions, they have difficulties in answering the questions."

Besides, both school principals voice unfreedoms they have been experiencing when it comes to implementing CAPS in their particular setting. Working with learners with no exposure, no basic skills as well as working under the curriculum that allows learners to pass even though unqualified, is seen as unfreedoms to curriculum implementation. The school B HOD expressed the following:

"CAPS needs very exposed and experienced learners. Learners lack experiences. They do not know about places Waterfront etc. You have to get them exposed first. A teacher has to bring

58

things from home to show them. They do not know bank accounts, savings accounts etc. even their parents don't have bank accounts. They do not have travel experience".

This is in agreement with school A teacher's argument that learners in his school do not have basic Mathematics skills. However, the HOD from school A expressed unfreedoms when it comes to parents' omission in matters concerning their children and the abolition of corporal punishment. Swart, Engelbretch and Eloff (2001) think CAPS should not be a one-sided approach, and that the impact of lack of parental involvement and punishment removal increase indiscipline, hence the poor learners' performance. The following extract alludes to that.

"...parents' absenteeism in meetings causes unfreedoms to teach....No corporal punishment...Learners test your patience."

Both principals have suggested that learners should be encouraged to study hard and be shown the importance of education in their lives as per school A HOD's statement below:

"...See how learners can be interested in school work. See how to lift learners up...encourage them to go on top of their mind .there are intelligent kids but they are not going to be in school. Everything thing should not be based on curriculum It should have to do with how learners can develop themselves."

On the other hand, school A principal suggests that learners indiscipline should be looked at as a hindrance to curriculum delivery.

Furthermore, when asked about what they think the framework for the in-service curriculum should look like, the HODs expressed their thoughts in various ways. The HOD from school B suggests that the in-service curriculum should include exposure of teachers to real learner conditions so that they can be empathetic towards them. However, the HOD from school A suggests that teachers should receive training at school so as to enable them to cope with work. Also, parents and the community should be trained as part of the in-service curriculum in order to help the learners with matters related to school. The following extract explains her views:

"...train parents and community in general. Train teacher not just assume they will learn alone as they go. New teachers should not just learn by hearing...they must be told. The teacher should be helped to adopt. Debriefing for new teachers is important".

Though the training has been offering to teachers of CAPS, teachers are critical of it and have expressed their opinions in the following sub-headings.

Teachers' perceptions of diverse aspects of CAPS as expressed by participants have answered the main research question (and sub-questions), shown the relevance of the study aim and matched the literature in all sections that have to do with teachers' freedoms. It can be said that the functionings of teachers are hindered in multifaceted ways.

The research highlights the consequences of teachers' and learners' work overload in the teaching of CAPS in a low-income school community in the Western Cape; which deprives learners of playing time and causes teacher overload. In relation to CAPS, learners in lower grades should not be given too many tasks to do; instead, they may be kept occupied with more kinetic nature tasks which at the same time help them to develop their literacy (See section 2.1.2.3). The findings of the research suggest that the number of tasks should be reduced in lower grades as they pose as overuse of a particular resource. For instance, the research findings revealed that grade three learners are overloaded with tasks. This results in them being unable to focus and unable to read and write. One of the teachers complained about how learners in grade three get lots of homework to execute at home.

"*Children these days have no time to play because they always have homework to do.*"

It means that the curriculum should be re-designed.

In addition, it is also revealed that not all the subjects are suitable and relevant to learners in low-income school communities and are therefore an irrelevant resource. According to the study, subjects that contribute little to learners' knowledge and overloads them with tasks should be phased out according to Mtika (2011) who recommends a more open choice of subjects for learners in particular settings.

Here is a view of an experienced HOD about a subject he teaches:

"*Pure maths should be phased out. Mathematics literacy does not teach learners how to manage their lives. It teaches a person how to manage his/her checkbooks. Pure maths should be phased out. Let the department and the government include only things that learners need in the curriculum.*"

This means that there is a perception that the curriculum is not necessarily to be regarded as successful in all school contexts. This would require the appropriate authority to re-consider curriculum design with regard to its suitability to diverse contexts of South African schools. This concerns the government, policymakers, and the DoE who are the main stakeholders of the curriculum and who most of the time seem to ignore the teacher's crucial input into curriculum reform. This study suggests that main stakeholders work hand-in-hand to ease teachers' freedom in implementing CAPS in low-income school communities in the Western Cape.

Moreover, there is a general perception that learners' lack of commitment, motivation and patience impact on curriculum coverage in low-income school communities. A more structured curriculum like CAPS might have been thoroughly assessed in terms of its applicability to the intended learners and contexts beforehand. The current research findings have revealed that teachers' and learners' attitudes are part of the sources of knowledge gaps that prevent teachers' freedom in the process of teaching CAPS. Knowledge gaps become larger, given that learners in low-income school communities become demotivated in pursuing their studies. Chisholm (2004) indicates that issues on the ground have to be fixed first to hope for a successful curriculum implementation.

The theme correlates with the study's aim concerning the suitability of the curriculum to the school community context and teachers' freedoms and capabilities (See 2.1.3.2).

4.1.1 Teachers' perceptions of CAPS training and professional development

According to the findings, the general view is that teachers' training in CAPS was informal, short in terms of duration, semi-adequate for experienced teachers only and in line with only some groups of learners. However, one participant, surprisingly, expressed his appreciation of the training, which the teacher judged to be very informative on how to tackle the policy. School A teacher gives his skeptical thoughts about the training as follows:

"…and it (the training) was, I would say, not a very thorough experience of how you should really tackle the policy's outcomes…more on the basis. You come they teach you a few concepts and it is done…if someone does not really tell this is how you should do it, you can't really know."

Research findings also reveal there are some gaps when it comes to teacher training for CAPS as per the response to the interview questions.

"The training was adequate for experienced teachers as compared to new teachers and it was not in line with a certain group of learners and also not geared at certain people".

From its design, CAPS is regarded theoretically an inclusive curriculum as it outlines time, pace and sequence that should be followed. In practice, the research raises concern as to whether teachers are professionally comfortable or have real freedoms to implement it and convert certain capabilities to learners in a low-income school community context. Maringe (2014) suggests that pace and time is one of the demanding aspects of CAPS. He further advised that CAPS is best implemented in the context of well-organized and staffed schools with disciplined learners, schools with enough human resources, infrastructure and a low violence level. Being stringent on content and pace, CAPS is presumed not to give teachers freedom for the teaching practice. Teachers would first have to be familiar with the content knowledge required and how it has to be taught (See 2.12.1 and 2.1.2.2).

Therefore, it can be reasoned that new teachers in the schools under study are left in confusion about managing and implementing CAPS. The answer in itself is evidence that the chances of applying CAPS homogeneously in different school contexts in the Western Cape and attain the millennium education goals are uncertain. The teacher has already expressed an unfreedom and developed a negative perception of CAPS from the training or from the beginning. It would be incorrect to overgeneralize his perceptions, but the truth is that sameness of policy does not equal sameness in implementation and alleviation of poverty. In this regard, Sen (1992) states that even with the same primary goods, the same CAPS with the same content does not reflect the same perceptions or approach. The author rather supports the idea of context uniqueness and urges awareness about diversity and other variables that influence the exceptional conversion process in the implementation of a curriculum. Thus, given the contextual uniqueness of low-income school communities, concerned teachers would presumably be in a better position than the DoE in terms of advising how CAPS content could be taught.

This research also shows that CAPS is hard to apply in some school cultures. Low-income communities are known for a strong existing retained culture of lack of interest in studying, which interferes with teachers' capabilities. At the same time, learners who had big backlogs, poor foundation, poor culture of reading and writing in low-income school settings (White and Kline, 2012: 36) interfered with teacher capabilities in participant schools. Despite CAPS grassroots being conceived positively, in theory, questions remain as to its efficient

applicability in low-income school communities, given its diverse needs. There is a concern about the approach that was used to train teachers as according to a teacher from school A as seen below:

"It was not a formal training that I attended or so, it was on Saturdays, really very long sessions. Not a very thorough experience of how you should really tackle the policy's outcomes. More of on the basis you come they teach you a few concepts and it is done. I think if you should train people to implement CAPS. It can't just be over a certain, say over a couple of weekends ...And 6 hours on Saturday. The time was inadequate, but the training wasn't thoroughly done like. it should be."

On the contrary, a teacher from school B thinks that:

CAPS training was very informative. Very excited for new curriculum and content."

The expression above indicates that this particular teacher as an experienced teacher did not see CAPS training as having shortfalls as compared to the majority of teachers. Therefore, it can be said that teaching seems to be an undone business; it should be more comprehensive to satisfy context-related teachers' needs. For instance, training should consider the introduction of technology, among other things. For instance, among the findings, there are suggestions that the training should have also thought of uplifting teachers' skills in terms of basic technology involved in daily lives and workplaces, including the use of internet, computers, and projectors in agreement .this claim is supported by Meerah, Halim; Rahman; Abdullah., Harun; Hassan, and Ismail (2010) who claim that some teachers have poor knowledge of basic technology which is helpful in facilitating and enhancing teaching. This could be evidenced by school B's teacher statement:

"Teachers show lack of internet skills although the Western Cape Department of Education is introducing WIFI to public schools, although the process is still in pipeline. Some teachers do not even know how to use projectors and other technological resources. Apart from that, being left to figure things out on your own can be very stressful. I had to prepare lessons even though I was not sure where to start. The old learner book was just given to me so as to check some examples there."

The teacher raises the issue of teaching materials and skills in using technology. His views are not to be lightly taken as the century we are living in compels us to make use of

technological resources, from handheld devices to personal computers in our home and workplace. Further, the use of apparatuses such as projectors is believed to help teachers control class and make lessons more interesting. Teachers 'ability, knowledge, skills, and beliefs about the curriculum significantly influence their functionings in the classroom as asserted (see section 2.1.2.2). Teacher's knowledge and understanding of training seem to be an influential factor in his or her functionings in low-income schools. The views from school A principal are expressed below:

"The three days were not enough for training. You have to throw out the old you knew...too much information for three days. Workshop given afterward was not enough did not help much... too much knowledge that was to be given to kids...kids are not ready to get all that information."

In a few words, teachers' CAPS training and development needed better preparation in terms of time duration and content package for successful implementation of the curriculum. This section (mainly consisting of the negative aspects of teachers' training on CAPS) links with the research question and aims and correlates with the literature (See 2.1.2.3).

Concerning teachers' development programmes, the study has highlighted shortcomings in terms of technology usage in classes. A successful teacher development program needs to be attentive to the existing social transformation processes and personal perceptions of the development of its target teachers. Teachers' perceptions can influence how well they assimilate the information, skills, and knowledge in implementing CAPS in low- income school communities (See section 2.1.8). However, Villegas-Reimers (2003) shows the complication in the field of teacher development which poses as one of the barriers to implementing a selected curriculum. Teachers feel that teachers should be developed as asserted in the following:

"Develop teachers in terms of teaching them. Teach them how to use technology....projectors ....Run workshops to remind teachers how to control class. Bring in-service to school so that teachers are not left to figure out things on their own."

On the other hand, learners should be taught how to use the technology and would enjoy it as suggested by school A teacher as follows:

"Expose kids to technology ...Bring computers in school. Bring kids to the practical world. They enjoy it...and I mean teach learner in a different manner because of the nature of the community. At the end of the day, they will be able to say what I did and so on."

It can be said that if teachers are certain as to how they should do things, it contributes to positive thinking and hence efficiency increases in converging certain knowledge and dealing with other issues at hand, such as the chronic issues of discipline and abuses.

The theme is speaking to the aim of the study in the area of teachers' unfreedoms and capabilities as well as curriculum implementation.

Moreover, teacher unprofessionalism poses as capability detraction. The research findings reveal that teachers' unprofessionalism in the form of absenteeism, unpreparedness, and unwillingness to deal with issues in class among other things, are found to be part of the causes of CAPS poor implementation in low-income communities. Some teachers do not complete learners' study programs because they do not come to school as regularly as they should. School B teacher states the following:

"… although learners are a bit behind and most teachers capable….Teachers' absenteeism is a problem."

This implies that CAPS implementation is faced with various unfreedoms hence capabilities deprivation. If teachers are not available in schools, it poses a risk to CAPS implementation.

From the literature, the DBE (2014) stipulated that school-based assessment is compulsory, so should be the attendance of learners and teachers which means both teachers and learners have to be at school for reasonable learning to take place. However, the hostility prevailing in low-income school communities does not allow for it; which in turn causes keeping up with time and pace hard to achieve. It means that if teachers' attendance is poor, curriculum activities may not be achieved accordingly and has an impact on the school and the community in general as the schools that performed poorly in past keep doing the same according to (Spaull, 2012). Structurally, CAPS gives the teacher some freedoms but the question remains as to the extent of its applicability in disadvantaged communities.

A principal from school B expressed the concerns:

"...If almost half of a class were not to attend a particular lesson or complete class activities, the school-based assessment would be only 25 percent as opposed to 75 percent content.

How is it expected of teachers to successfully implement CAPS? when these leaners don't do the school-based activities?"

It can be said that If the content is not understood and mastered clearly, it can be a complex attempt for teachers to fully have their functionings realized. There is a view that to a large extent, it is not teacher functionings that hinder CAPS successfully implementation, but another factor such as learners' lack of commitment, lack of role models, lack of focus and goals, as well as the nature of the community itself.

The theme relates to teachers' unprofessional behavior with regard to school community settings and shows how their own capabilities are affected; this is in line with the aims of the study and answers the research question (See 2.1.3.2 and 2.1.3.3).

4.1.2 Overburdening tasks and subjects of interest

The research highlights the consequences of teachers' and learners' work overload in the teaching of CAPS in a low-income school community in the Western Cape; which deprives learners of playing time and causes teacher overload. In relation to CAPS, learners in lower grades should not be given too many tasks to do; instead, they may be kept occupied with more kinetic nature tasks which at the same time help them to develop their literacy (See section 2.1.2.3).

There are suggestions that learners in lower grades should be given more time to play or just do something of a kinetic nature as a way of assisting them to learn and remember. Teachers' capabilities are present but the constraints remain with the policy itself. The study found that younger children learn more when they play. It means that, if children are more active, their mental capacity and creativity is stimulated. They become curious and their curiosity is increased. This helps them to relax and to concentrate on reading and writing, hence teacher functionings get improved. One of the principals expressed his surprise at seeing the amount of work his grade three son has.

"You see currently in lower grades ... Kids have a lot to do. You know when we were kids; we were sort of playing with others. They are doing a lot of forms of assessment tasks while back to our days, we were playing through a lot of stuff. It seems they can't play anymore; they are too focused on this, on the CAPS "... I believe so because I mean, at grade three I was surprised by the work that my son must do, do you understand? (Yes), do you

understand, like in this term now, he was supposed to do six school based-assessment tasks Grade 3! It's a bit too much for the lower grades. I think there should be flexibility."

It can be argued that excessive assessment does not guarantee success or understanding of what is valued. The problem of not being able to read and write persists in low-income school communities because of various issues, including a lack of basic literacy. This puts a burden on teachers concerning curriculum coverage. This is associated with language barriers, among other things. Learners need to master language skills and techniques from a young age. If young learners being too busy with assessments, the chance of them mastering reading and writing skills or literacy, in general, may be tempered. They need to first master certain skills before they can move to the next grade. If they have all the basics, it enhances teachers' capabilities and freedom to teach CAPS. Lack of reading and writing skills may increase general negative teacher perceptions of poor achievement of learners from low-income school communities that prevails locally and globally. Priority could be given to issues that are concerned with curriculum implementation and education in general.

This theme correlates with the literature in sections 2.1.3.1 and 2. 1.3.2, it meets the aim of the research concerning the nature and background of the school community and answers the research question related to teachers' capabilities and curriculum implementation.

In addition, it is also revealed that not all the subjects are suitable and relevant to learners in low-income school communities and are therefore an irrelevant resource. According to the study, subjects that contribute little to learners' knowledge and overloads them with tasks should be phased out according to Mtika (2011) who recommends a more open choice of subjects for learners in particular settings is important.

See the extract below as expressed by one of the teachers in school B

"Unnecessary content should not be included in the curriculum especially you know certain calculation does not help learners at a normal school. Maybe in Technikon schools."

This means that CAPS is less in harmony with all the school contents. If learners are enabled to become effective, it should be done by practicing what they interested. That way they become critical thinkers as they connect their learning to their everyday life or prior knowledge Not only that but also they need to learn something that they can connect with their socio-cultural activities. The theme is in harmony with the literature and study's aim concerning the

67

suitability of the curriculum to the selected school community context and teachers' freedoms and capabilities (See 2.1.3.1).

4.1.3 CAPS' rigid teaching methods

Some of the teaching methods and procedures as prescribed in the CAPS documents have been found impracticable in low-income school communities according to the study's outcome, indicating that the curriculum in use should have thought of easing method flexibility where prescribed ones have proven not to work. For instance, some illustrations and examples could be well understood by learners if they were framed in the school community context. Schools and teachers are in a better position to decide on what to teach at what time based on individual context needs as elaborated below.

"It is not about how you teach but what you teach. Challenges with practical can be seen when required to go beyond textbooks. Learners 'lack commitment and patience and they do just a part of work. No enough time for practice."

The above extract shows that the problem is not how CAPS teaching is taking place but its content, especially for low-income school community. CAPS content usability is suitable to affluent schools than the rest. The CAPS a little modification to suit different school contexts and that is why CA approach advocates particular attention when expanding human capabilities. There is a need to adjust or modify the content to suit low-income school communities of the Western Cape. This in line with CA which, as a multifaceted poverty approach, embraces notions of development that pay specific attention to the development of human capabilities Sen (1993) states: "the expansion of human capabilities is built on principles of social justice and equity which includes the just allocation of resources". It means that any development of an education policy should mind social and economic that relate to the diversity of contexts of school communities.

A teacher or the school are the ones who understand exactly what is going on and what is ultimately needed for the best outcome of an education system (See 2.1.2.3 and 2.1.3.3). This would enable individuals to choose freedom-enabling teaching methods suitable to the learners' background. This is what Sen (1999) describes as attainable goals and real opportunities. Bearing that in mind, CAPS might have been better appreciated if it had acknowledged human diversity and incorporated necessary elements into its structures to narrow the wide gaps as stated in the following:

"Lift learners up and see if they can be interested in school work by encouraging them and empowering them with knowledge even if it is from the basics. Encourage them to go on top of their mind. There are intelligent kids but they are not going to be in school. Anything should not be based on CAPS curriculum. It should do with how learners can develop themselves."

Thus, teachers perceptions of CAPS in low-income communities is not necessarily due to teachers being unfit for the work, it could be related to social and systemic issues surrounding the school context.

Therefore, the CA is a proper approach to be used in analyzing teachers' capabilities and their perceptions of the teaching of CAPS in a low-income school community, as it is suited to the study aims and answers the unfreedoms and capabilities of the teachers' aspect of the research question (See 2.1.3 and 2.2).

4.1.4 Teachers' authority and learners' manners

Teachers authority is an important resource for teaching and learning. The research findings indicate that learners' indiscipline, together with the removal of traditional corporal punishment, is big handicaps to teachers' capabilities in their subject of study; given that teachers' authority to apply some form of punishment to learners has diminished. After banning corporal punishment in South Africa, concerned authorities should have suggested an alternative and appropriate means of efficiently dealing with learner misconduct. This could help teachers in delivering the curriculum content and their functionings to run smoothly (Novak, 2010). Undoubtedly, teachers' disempowerment in their dealing with learners is deemed to generate negative perceptions of themselves and their job; which affects teaching and learning outcomes.

Corporal punishment in low-income school communities could be a better option for resolving major discipline problems. This would, in turn, give teachers the ability to teach CAPS in its all aspects as expected. If at home, parents can make use of corporal punishment under the common law why are teachers not allowed to do the same? At school teachers' complain as to why they cannot also be allowed to moderately use corporal punishment. As they perceive it to be moderate and deem it good for education and the learners themselves.

This would, in turn, make sure that schools produce disciplined individuals for the future of the nation. The nurturing of undisciplined graduates can be wrongly blamed on teachers who

are thought to be generating poor morals and negative perceptions about education. Lack of discipline causes job dissatisfaction and ineffective implementation of CAPS in low-income school communities. One can argue that relaxed rules or lack of consistency in terms of appropriate learner punishment and the abolition of corporal punishment have increasingly caused negative perceptions for teachers. Hence teacher functionings are in jeopardy.

Had there been corporal punishment still allowed in schools, then learners' discipline would have improved. Also, teachers' opportunities to teach would be increased and there would be no time for learners unnecessary indiscipline that limits teacher functionings. There are different teacher opinions on corporal punishment as seen below.

"Schools are exposed to drugs, sexual violence, discipline problems...it should never have happened in the first place. Learners know nothing is going to be done. Nothing happens to them. Department of education should be held accountable for the rules. Corporal punishment should be brought back".

This implies that poor communities and schools improperly deal with indiscipline issues, and the blame should be put on deficient educational policies in the local context. While corporal punishment was banned by the United Nations (UN), seeing it as unfair for learners, the Dakar Framework for Action and EFA have rebutted resort to corporal punishment in schools as well. School A teacher believes that corporal punishment should be the best way of dealing with indiscipline in low-income school communities. The abolition of corporal punishment is a global initiative but it affects local contexts, mostly in developing countries such as South Africa. Prior to adopting its abolition, South Africa's government should have considered its school contexts and allowed a reasonable level corporal punishment in some specific and individualized cases in low-income school communities as well as in other school contexts where necessary.

Another teacher indicated:

"Corporal punishment at some point may assist in attaining a certain level of discipline. The teachers argue that "...it starts at home. I hmmm, I think it is something to do with each one household and how you are raised. Because if a parent comes to me and tells me that we don't know what to do anymore, I think of a child in this class. He is 10 years old, he doesn't want to come to school, if he comes to school, he throws time through, and he doesn't want to come to school because he doesn't want to work. (hmm). And he goes home and goes play at home." How can a 10-year old

tell his mommy or his daddy I don't want to do homework? I mean I would've, if it was my own child, I would've beaten him up honestly to God. One parent told me I must get a social worker to take him to another school, a special school (and the child is not abnormal or anything). No there is nothing wrong with the children. I feel it starts at home, *how you discipline your children.*"

The above extract shows that a teacher is positive about administering corporal punishment and thinks that it would yield a positive result on a child. The argument is that both parents and teachers should be allowed to administer corporal punishment for the aim of enhancing the discipline of learners among other measures.

It can be said that, if appropriate discipline is not administered to learners by teachers and parents, the challenge of violence in schools should be expected for coming generations and it could reach a point where irreversible damage is done to individuals and society in general. This is to advise that the inversion of teacher authority and lack of proper discipline measures learners should not be taken lightly.

This point justifies the research aim with regards to teachers' freedoms and capabilities and seeks answers thereof (See 2.1.3.5).

4.2 CAPS as a political curriculum

Three major points are discussed under this heading: Semi-bureaucracy in CAPS, push-me-over policy and weak cooperation among stakeholders.

According to the research findings, CAPS is politically oriented in the sense that the main agenda behind its introduction is to get more people into the job market while creating more socio-economic gaps. This resulted in schools adopting a curriculum moving unmeritorious learner to higher grades, a policy known as push-me-over. The political organs, DoE and Government have not done much in ensuring effective cooperation between all stakeholders involved in Education, which further affects the implementation of the curriculum.

Whether the CAPS is suitable and implementable for all school contexts seems to have been a minor concern to policymakers when they made the decision of introducing CAPS. When one of the HODs from school B was asked about his own opinion of CAPS stated:

"*CAPS is politically geared by African National Congress (ANC). It is an ANC decision. I feel there is a political will to include all learners. CAPS was to develop social economic*

gaps. CAPS was to bring all people to the work marketplace. CAPS is inclusive and allow people to pass"

The above quotation is supported by Gardiner (2003) who asserts that curriculum change is more of a bureaucratic nature to simplify the government's job. This means that teachers perceive CAPS as unrealistic for some contexts, therefore it needs to be revisited for the benefit of all school contexts in South Africa. Furthermore, Sen (2005) once again mentions that the list of capabilities made by theorists without considering specific knowledge and consulting the opinion of the public and teachers deters choices of what should be actually included in the list of capabilities. Hence, the way CAPS was formulated reflects a political agenda which acts as a challenge to teachers in disadvantaged school settings.

The study findings currently bear the revelation of a political drive behind the introduction of CAPS in South African schools. There is a perception that the ruling party wanted to make sure there was enough production for the job market. However, there was not enough consideration of socio-economic factors around the majority of South African schools and their impact on achieving set goals. CAPS implementation in low-income school communities may be seen as a reflection of reproduction theory repeating itself. The reproduction theory is a tendency of system keeping on reproducing injustices through different arms of the state including curriculum and education system either directly or indirectly (Carrim, 2015; Giroux, 1999). The authors state that reproduction theory is a complex mechanism through which the school system contributes to the reproduction of the structure of the class and social relations. The system has kept on producing injustices over and over again using a not-so-open strategy. For example, historically disadvantaged schools remain disadvantaged although the government has tried to improve the state of their existence instead of focusing on race and class in South Africa (See 2.1.2.5). There is also an allusion that there are still old curricula running operating underground to the detriment of the official curriculum. Some teachers check on old ways of teaching and informally apply what they think is more suitable to enable knowledge transfer to learners.

Moreover, the principle that a learner should not fail twice in a grade may have a hidden meaning which aligns with the reproduction theory repeating itself in South African schools. Thus, CAPS is acting as a bridge to the reproduction of injustices, especially poor-quality education for schools in underprivileged communities. As such, CAPS supports the reproduction theory which does not promote teachers' freedoms and capabilities; and it is the

72

reason why the CA is deemed to be a better approach to use in exploring teachers' perceptions of their teaching in low-income school communities of Cape Town in the Western Cape.

In addition, a semi-bureaucratic curriculum is believed to be influenced more by ideas of prominent politicians and key figures in the governing system than the ideas of the implementing agents, namely the teachers. The research findings confirmed that teachers' say or voices in the curriculum revision were barely regarded (See section 2.1.2.3 and 2.1.3.3). According to Sen (1999), the achievement of enhanced capabilities methodologically depends on free agency of people as freedom plays an important role in providing to an individual a platform to enhance opportunities to have valuable outcomes. Therefore, CAPS implementation and its outcome are seen as depending not only on social economic transformation but also on teachers' agency. "An agent is an active participant in the decision-making process or in a petition especially in bargaining and deliberative participation of non-elite individuals as their participation in decision making manifest even more robust agency than merely listen, accept others decisions or do what one is told as a passive recipient" (Crocker, 2007). Hence, teachers' agency is not to be undermined in curriculum change.

Besides, research findings reveal that teachers in low-income school communities are of the view that school is about producing what is required in the labor market. Teachers have the desire to produce certain knowledge which they value with regards to the needs of the community's livelihood, especially low-income ones. Some teachers believe they are running a politically-purposed curriculum. They also feel that CAPS is inflexible and allows them very little control over their teaching and learner outcomes. What is expected of teachers with regard to implementing CAPS may be too circumstantial to produce, given the nature of their working environment and the community.

4.2.1   Push-me-over policy

In addition, the push-me-over policy is seen as a hindrance to teachers' capabilities in delivering CAPS in poor communities in the Western Cape. Push-me-over can be defined as a practice consisting of promoting learners that do not qualify for the next grades. This practice is seen as having negative outcomes in low-income schools in the Western Cape. Part of the research findings identified teachers' unfreedoms and capabilities impairment as a consequence of allowing learners to pass without merit because learners are not allowed to

73

fail twice. CAPS restricts teachers' freedoms and functionings and the ability to implement it in their particular settings. Teachers feel that they do not have enough autonomy to choose what is of value to learners. For instance, the act of allowing learners to migrate to the next level of study when they have failed sounds incomprehensible to teachers' who may develop negative perceptions of themselves and their teaching.

Teachers' do not condone such a practice as they believe it tends to make learners lazy and lose interest in studying hard simply because they are assured that they will be pushed over regardless of their performance. The national policy of allowing learners through to the next class without considering the aftermath is viewed in a negative light.

The following views of school B HOD are presented below:

"Learners should not be pushed over into the next class/phase. It is difficult to teach them. They are a bad influence on others and think they don't have to pass... They say they will just push me over... Change the national policy on learners pass and how they are going to pass. Stick to pass requirements for EFT and GET".

The HOD thinks that the fact that CAPS allows learners to pass means that teachers in low-income school communities may be teaching learners they perceive to be failures. As a result, the perception they develop thereof will negatively affect the whole process of knowledge conversion on the teacher and the learners. The general view is that there is a need to embark on a plan that will phase out the notion of pushing learners who do not deserve it to the next grade. The aim of changing a curriculum should emphasize dispensing quality education than having many matriculants who are less knowledgeable. The capabilities and commitments of teachers, as well as their freedoms, could be improved and enable them to see learners and their profession in a positive light. Both primary and high school principals were gravely concerned about allowing learners to move to the next phase or grade without necessarily meeting the requirements. Moving learners forward irrespective of their performances is identified as one of the sources of capabilities impairment to teachers when it comes to teaching according to CAPS, and participants in the research suggested removal of such an approach.

Also, a teacher from school A has the impression that the political agenda behind CAPS has further degraded the level of education by imposing a curriculum that is less implementable

in underprivileged communities because of deep-seated problems which include learning gaps; Here is what the teacher said when interviewed

"*…How can failed learners be allowed into a next grade? I think literacy and numeracy gaps are difficult to close. There is a political agenda behind CAPS.*"

This shows how concerned are teachers in the selected low-income settings.

The study suggests that current educational reform through CAPS might have thought beyond the content normalization. They should have remembered that sameness promotes equality but not necessarily equity as CA doesn't necessary believes in same primary goods-producing the same success (Sen and Nussbaum, 2000) While equality refers mostly to quantity, equity is more about quality. In other words, CAPS was devised for all schools but its implementation has not benefited them in the same way.

Low-income school communities could, therefore, find itself in crisis if some changes are not done. Application of CAPS principles in different school settings can be said to be unfair because of contextual challenges schools are faced with. The education learners acquire is unlikely to be equitable for all school contexts; mainly given unclosed gaps that persist in low-income school communities. Schools are directly or indirectly still practicing a reproduction of their own tendency knowingly or unknowingly because of the grassroots political economy gaps in society.

Given the above teachers' perceptions and views, CAPS educational goals could only be achieved in some schools settings than others. In the case of underprivileged communities, the issue of teachers' unfreedoms and capability impairment in relation to CAPS implementation is viewed as a result of gaps on socio-economic viewpoint as well as the inability of the majority of learners from poor communities of the Western Cape to enter tertiary education. Therefore, the study findings suggest that one-size-fits-all policy may incapacitating teachers' capabilities and functionings in low-income school communities in the Western Cape and may perpetuate disappointment in the implementation of CAPS. One can argue that this may result in reproducing particular people with restricted levels of understanding who end up belonging to particular categories, hence the same living conditions.

This conforms with the view of Carrim (2015) who articulated that education systems and schools are super-structurally manipulated to produce capitalist orders. The question to be asked is what kind of knowledge and skills do learners from low-income school communities

expect to obtain if teachers' capabilities and functionings are somehow hindered? Most schools in low-income school communities are believed to be more or less the same in terms of community members' life standing. The South African government has tried to bring improvements to schools but most schools in impoverished communities are still the same, and the communities are still the same, with some little or no improvement when it comes to poverty alleviation and geo-socio-economic status.

It is therefore advisable that CA principles be employed in the development of the next curriculum. CA is a broad framework that looks at poverty, social justice, basic capabilities as well as beings and doings of individuals.

The study was therefore worthwhile conducting as more factors hinder CAPS implementation in low-income school communities, especially where the agenda of the policymakers remains questionable. The study is in line with the CA approach which critiques policies that do not consider social justice and individual well-being. The findings connect with the main aim of the study which is capabilities analysis of teachers' perceptions of their teaching of CAPS in a low-income school community. The research question and the literature are also connected (See 2.1.2.3 and 2.1.3.1).

There are probabilities that the majority of learners from low-income school communities are likely to remain the victims of the cycle of poverty and indecent welfare. When a learner is pushed up to the next phase and manages to complete grade twelve, it is unlikely that the learner will qualify for tertiary education and finish within the normally required time. That is one of the reasons why a learner would have to be enrolled in an extended program of study. For instance, instead of the learner doing his or her degree in three years they enroll in a longer period of study for the same qualification. In the worst cases, some learners may not even qualify for the University for that Extended Program of study. The options that could be left may include working in low paying jobs that in most cases just exploit and frustrate a worker. Hence, the DoE needs to enforce its rules when it comes to passing from one grade or phase to another. Likewise, the government needs to see through the transformation of societies as a means of emancipating poor communities. This would, in turn, enhance teachers' functionings in CAPS implementation in low-income communities and improve the quality of education and its outcomes as per CA. Capabilities Approach advocates for equality, reduction of poverty and capabilities development. However, there should be a firm policy to ensure that learners and teachers do their job as expected. There should be some

form of accountability for teachers, learners and the government for a successful curriculum implementation. Furthermore, the current research findings reveal that in grade twelve there were students who were put over and their progress not promising. In other words, their progress is recessive. The question here is: can teachers' capabilities survive that reality in the process of converting the knowledge to learners who have been undeservedly put in the next class? This brings forth an assertion that schools are producing workers for different job markets through a hidden curriculum.

Schools should be a place to empower learners through a capacity-enabling curriculum that has to be implemented by qualified teachers. There is a view that, the government and DoE should be held responsible for putting in place curriculum that is seen as promoting the production of capitalist orders through schooling as mentioned earlier on (Carrim, 2015). The blame should not always be put on teachers as they just have to follow the policy which is prescribed to them.

As mentioned previously, teachers 'agency is missing in CAPS formulation. Since there is no law without responsibility, the government should be either directly or indirectly responsible for their role in capabilities' depreciation through the CAPS in the context of low-income school communities. There is a view that justice is not done to teachers' autonomy and learners' progress by allowing this kind of progress into different levels of learners' phase of the study (Refer to section 2.1.2.1.3 and 2.1.3.3). Undermining the importance of teachers' agency in the development of CAPS is like taking its implementation for granted by overlooking, geographical, social, economic and historical contexts of the school communities.

Teachers would not be wrong to think that the government and the DoE have let them down and become a hindrance in achieving their goals, particularly in low-income school communities. This has affected the education system all the way up to tertiary education. What kind of scholars will South African schools produce if the foundation layer is weak? The push-me-over policy has affected the education system by belittling the necessity of learners to study hard, thus increasing learning gaps and creating teachers' negative perceptions of education in general and their learners in particular. This view aligns with the teachers' perception aspect of the research as well as their unfreedoms and capabilities when exercising teaching under CAPS.

4.2.2 Broken triangular collaboration

Besides, the research findings indicate that dysfunctional collaboration between the DoE, the teachers the school, the parents have a negative impact on teachers' perceptions of implementing CAPS in a low-income school community. On one hand, the department is criticized as being distant from the schools and the parents. It is perceived that DoE does not know or ignore what happens on the ground at schools. On the other hand, parents seem not to care about their children's schooling affairs. Participants suggested active triangular collaboration between stakeholders to ease teachers' freedoms and capabilities.

However, the process of teaching and learning is deemed a success; when all the stakeholders work together to effectively achieve the intended goals and outcomes. Yet, the current study indicates ineffective collaboration between the DoE, the WCED, schools, and homes. Both primary and high school principals suggest and insist on the importance of the DoE and WECD collaboration to ensure a close rapport with teachers. The DoE is perceived to be remote from schools, particularly those in low-income school communities in the Western Cape.

Teachers believe that CAPS was just worked out from the top and then dropped at the bottom to be implemented with no real investigation of what happens in the schools afterward. Are teachers efficiently prepared to implement CAPS in different school contexts? That is the kind of question that the DoE should have asked itself first before schools began to use CAPS. Once again, there is a view that the DoE does not give due care to the contextual realities of particular schools. This is asserted in the following by one of the teachers from school A.:

"I feel like they do not understand what is happening on the ground floor. Some of the things happening on school grounds should not have happened at all. Schools are exposed to drugs... as early as primary school, it should never have happened in the first place. Learners know nothing is going to be done about it and so nothing will happen to them. Nothing happens to them. Department of Education should be held accountable for the rules".

"Department should be involved more in primary education as it's a foundation. Not just work out a policy and send it to be implemented. WCED is too far...far from the ground floor."

According to the teachers' beliefs, there should be a triangular collaboration between the DoE, teachers, and schools. This would create the culture of solving teaching and learning challenges before these escalate even more. Also, teachers should be motivated as their morale seems to be very low and they feel abandoned in the midst of the challenges without collaboration with the DoE and the home. There is a view that the DoE should be more involved in primary education as it is a foundation for everything and the phase where everything starts.

Therefore, study findings suggest that the DoE ought to find suitable ways to bring itself closer to schools, homes, and teachers. It should not have been only about giving the curriculum to schools and assuming things would run smoothly.

In a particular way, the lack of a proper parent-teacher liaison is another theme that has emerged from this study. In most cases, parents do not show interest in their children's studies. Parents should involve themselves in children's education and cooperate with teachers in all aspects of schooling (See 2.1.3.4), especially in disadvantaged areas where schools practically still lag behind, even today.

Despite the assistance of the DoE, it is understood that there are still gaps that vary from context to context within low-income school communities. These contribute to parents' lack of collaboration in their children education. According to Van Velsor and Orozco (2007), poverty has made most parents feel inferior in the role of their children's education. Some parents do not even have the ability to help with school work as they may not even be schooled.

The study points out that besides not helping their children with homework, parents do not urge their children to study hard or motivate them with regards to the importance of being educated (Taylor, 2009). There is a view that the majority of families in low-income school communities see little value in education, especially in the lower grades. The study suggests that a parent could help a learner with homework by setting aside a special place to study, create a regular time for homework, get rid of disturbances that may interfere with learner's homework and ensure the homework is completed. This could ease and facilitate teachers' capabilities in the classroom and in school in general. However, all the blame may not be put on parents, as it may not be the choice of a parent to run away from a learner's education as some parents may feel incapable to help due to their upbringing, possible lack of education or any other ailments. There is a view that teachers' capabilities and functionings in low-income

79

school communities are circumstantially affected and need careful analysis and attention to boost teachers' morale. The majority of teachers expressed concern about parents' omission to be involved in their children's education as expressed school A school HOD:

"In most cases, parents do not involve themselves in their children's schooling as their children attend school by means of public transport, or they walk to school, thus reducing the chance of a face-to-face meeting with the teachers. Other parents, who drop off their children at school, do not attempt to meet the teachers. Whenever there is a meeting at school, most parents do not show up. Then letters are sent to them, but they do not come either. The issue of discipline and hygiene of their children is left to a teacher who has so much else to deal with."

This implies that lack of parent collaboration leads to the creation of teachers' negative perception of both parents and learners; which negatively affects his or her teaching capabilities and increases learning gaps because of poor cooperation among role players. The majority of parents do not or have never attended meetings concerning either the progress or a disciplinary hearing of their children. Letters are issued and sometimes phone calls are made to particular parents but they do not respond to them accordingly. The gradual deterioration of the poor relationship between learners' parents, learners and teachers may reach the extent where the teacher no longer cares about learners' performance.   This may lead teachers to think that if parents do not care, why should they?   Parents' lack of care may mainly be due to individual social conditions and family circumstances that are mainly inflicted on them because of poverty.

This implies the need to sensitize school communities and parents to being involved in learners' education as well as to fix social inequalities which make teachers feel unsupported as they are unduly overloaded with other stakeholder responsibilities. Teachers insist on parents being committed to the school affairs of their children but some do not even do the basics. A HOD from school B says that:

"*Parents should be involved in getting kids to come to school especially parents who are not working. If parents are paid to get kids to school, they cannot refuse to come because they will get money since are from the poor community*"

Further, teachers from the high school described how cooperation between parents and teachers could help in educating learners on hygiene issues and how to be a dignified person.

If there would be self-awareness of the basics, it would save time usually spent on unnecessary counseling and even quarreling. Hence, teachers would have enough time to concentrate on the implementation of CAPS and their capabilities would eventually be realized.

Parents' poor attendance at meetings, their omission in their children's education, learners and teacher absenteeism and the omission of the DoE in the teaching process, are viewed as factors which disable teachers' capabilities and the study mentioned an effective triangular cooperation between stakeholders as a solution.

This section corresponds to the literature in sections 2.1.3.2 and 2.1.3.4, responds to the study aims and answers the research question concerning the unfreedoms and capabilities of teachers in low-income communities.

It can be said that social-economic issues that affect curriculum implementation should be looked addressed. These issues include family wealthy, employment, individual well-being, the economic transformation of local communities (human development), as well as interpersonal variations (Sen, 1999 and Nussbaum, 2011). If these issues are closely looked at and attended to by concerned stakeholders, there will be a high expectation of effective teaching and learning as a sound mind needs a healthy body. This is one step forward towards CAPS implementation, particularly in poor communities in the Western Cape.

4.3 Poverty and its impact, lack of basic capabilities and CAPS implementation

4.3.1 Need for a flexible curriculum

Poverty alleviation and eradication, basic capabilities, economic transformation as well as socio-justice are attributes of CA. Therefore CA is the right and helpful framework in the capability analysis of teachers perceptions of their teaching of CAPS in low-income school communities in the Western Cape Province. The findings have reaffirmed the role of poverty in challenging the implementation of CAPS and teachers' basic capabilities. Educational policy should have ensured that the structure of the new curriculum would accommodate schools in poverty-stricken communities if democracy and equality in the sector of education were to be achieved. Therefore the need for a flexible curriculum is paramount. School B HOD indicated:

"There are some clever learners in this community but you can't find them in school. Most kids give up on school because they do not have any support from home. They are also a bit behind. They rather work using their hands. This community is poor and learners come from

these communities and now parents cannot afford private schools. We teach learners who are facing a lot of challenges. That interferes with pedagogy delivery?"

The above extract implies that poverty is one of the main reasons that CAPS implementation in a low-income school community in the Western Cape is still in question. Communities which are poor should have an alternative or a less stiff curriculum tailored to their needs as a way of improving teachers' capabilities as well as learners' attendance.

Therefore, a flexible educational policy may serve as a model for the contextual needs of individual persons and institutions. The correlation between poverty, teachers' capabilities, and learning are not to be ignored because of the three influence each other in one way or the other. If teachers capabilities are impaired by issues like poor economic transformation learning is unlikely to take place smoothly. It is a reality that learners in low-income school communities are at risk of leaving school without completing the study programme due to various circumstances including an inflexible program of study (CAPS) (See 2.1.2.3 and 2.1.2.4). Learners from disadvantaged backgrounds leave school early, before the end of grade twelve. This may also be a similar case to low-income school communities where those who manage to complete their studies perform poorly as emerged in this study. In such conditions, education quality is hardly achievable under CAPS in low-income school communities.

The research findings have revealed that a considerable number of learners do not complete their high school studies and many end up doing unworthy jobs. These type of jobs creates income inequality and increases unemployment rates because of capabilities deprivation as described by Sen (1992). As a result, a learner is being more and more disadvantaged due to low socio-economic backgrounds which should have been referred to in the design phase of the curriculum. CA advises that -citizens should be allowed to participate in the improvement of capabilities by suggesting what should be added in the existing ones while providing reasons for their choices.

The inflexible aspect of CAPS has affected teachers' capabilities as well as the learning outcome in a low-income school community. CA is not in favor of prescribed or predetermined official capabilities. This is affirmed by Sen (2005) who states that the problem is not with outlining the important capabilities " but with insisting on one pre-determined capabilities, chosen by theorists" with less general knowledge of and social

discussions or public reasoning. CA concurs that having a fixed list based on theory denies participation on what should be included and why as mentioned earlier on

A teacher from school B also thinks that CAPS has some shortfalls. The following is what the teacher thinks:

"CAPS is very rigid. It stipulates what has to be done at a particular time. We face time constraints."

The need for a flexible curriculum could also be justified by the knowledge gap which has widened due to the push-me-over practice which is supported by the notion that a learner should not fail twice; a practice that has been identified as one the crucial obstacles to learning, to their future and that of the livelihood of the community. Therefore, room for CAPS flexibility could accommodate such learners in the course of learning who will pass by merit and not pass without meeting the requirements. Among the alternatives, learners may be re-oriented to do a subject or programme that better suits them because letting learners just pass demotivates teachers and their capabilities and real freedom is highly compromised according to the study findings.

As the school conditions and location and socioeconomic status could be considered major contributors to the successful implementation of CAPS, it is up to the government to start attending to the welfare of families, community, and society in general. There is no use having a theoretically sound curriculum document that is partially practical insignificant school settings, that does not facilitate teachers' capabilities conversion. That means it should have the necessary elements that could facilitate successful and teacher freedom in teaching, mainly in low-income school commonalities in the Western Cape.

It should not have been assumed that all teachers had what it takes to implement CAPS, given the various school contexts of South Africa. This is one of the reasons why the capabilities analysis of teachers' perceptions under CAPS in low- income school communities recommends curriculum flexibility. CA principle mildly agrees with fixed educational policies unless the society is equal and social justice is not undermined in particular settings.

It was observed that most learners lack basic capabilities, hence the whole process of CAPS implementation is affected. Nussbaum (2000) states that basic capabilities are things that are "innate potentialities of individuals that serve as the necessary basis for the development of other capabilities such as sight, hearing, ability to become literate and capability for work just to give but a few. As a result of restricted basic capabilities, teachers have to go back and forth trying

83

to catch up from the previous grades in order to be able to start teaching hence time is constrained. See one of the expressions below:

"Learners don't understand concepts. Can't read or understand English or Afrikaans. They have poor Maths and numeracy and they lack literacy skills…lack basic math's skills. …learners don't like to do Maths exercises after school, they complain of things like no bread in the house and so on."

The above extract shows that CAPS implementation may make unfavorable progress because without basic capabilities it may be difficult for other capabilities to be realized, especially in poor school communities where there are high rates of parent unemployment.

Poverty prevalence in low-income school communities has been identified as one of the major factors that interfere with CAPS implementation. The extract below outlines this:

"…*there is a big rate of unemployed parents**… parents should be employed. The teacher has to bring things from home to show learners. They do not know bank accounts, savings accounts etc. Even their parents don't have bank accounts. They do not have travel experience*."

This shows that the deep-rooted systemic and societal inequalities are to be urgently addressed to allow for delivery of quality education and coverage of the intended curriculum content. It can be argued that basic capabilities such as good health, basic education, food, transport, and shelter should be in place so as to allow other capabilities to be realized, hence improving living standards.

According to Sen (1993), respect, dignity, education, and information are among the things that build a school. This is the case with a low-income school community in the Western Cape. Poverty has eroded the schools and teachers' morale. It means that if these schools have been eroded, the nation is also eroded because once a school is built the nation is built and as such capability, social belonging and culture identity is built. The study reaffirms the role of poverty in the implementation of CAPS in a low-income school community (see 2.1.3.1 and 2.1.3.2). On this note, the government is urged to valiantly fight poverty with a focus on underdeveloped areas of the country including low-income school communities in the Western Cape. In low-income, school communities' poverty should be alleviated and eradicated at the earliest possible time to expand teachers' capabilities and functionings as well as to enable parents, and learners to correctly play their role in education.

Teachers' capabilities should be realized not by standing on their own as an independent entity but with support from community and government as seen earlier (See 2.1.3.3). Education is affected by what is happening in society in that poverty impacts teaching. It is suggested that attention should be given to people in affected communities to enhance basic capabilities as stated by Sen (1992) as this will enable them to have the freedom required to pursue what they value, referring teachers who are working in low-income school communities. By eradicating poverty, teachers could have their job made easier through the viable collaboration of parents and thus obtain a better outcome from CAPS teaching. Instead, teachers in low-income school communities view themselves as less free to fully implement CAPS due to chronic poverty-related obstacles in the community itself and what they face daily from learners and parents (Section 2.1.3.1 and 2.1.3.2).

The implication of this is that teachers in underprivileged communities are faced with multiple interrelated challenges with CAPS implementation. This is in agreement with Shalom and Hadley (2009) who point out that most South African teachers teach learners that are twice as challenging because of their school knowledge gap, lack of parental assistance and who come from a poor community which is violent at times. Therefore, one would deduce and understand some of the reasons why a teacher would be skeptical and not wish to work in low-income schools. Therefore, issues on the ground such as already existing knowledge gaps of learners, and lack of exposure to everyday life pose an obstacle to CAPS teaching hence negative capabilities for teachers.

Sen (1992) argues that even though people have the same commodities, for this study, although CAPS is uniform, it does not necessarily mean there is fairness for those benefiting from it. This is because individual circumstances and capabilities may have contextual differences. Therefore, teachers' functionings too may not be expected to be the same while delivering CAPS in various school contexts. It all depends on the opportunity that an individual or group has to use such commodities. For the purpose of this study, commodity here could mean having CAPS as a curriculum that is used by all schools in South Africa. For example, all teachers in South African schools have access to CAPS, but they are not free to implement what is stipulated in it given their different school settings. School A principal gives his views in this regard:

"These children don't have a foundation of previous years...Now they come, they have memory learning gaps, they call learning gaps. And you struggle to build the house because

85

you struggle with the foundation. And you can see that right through primary education here at low-income schools they come here without a foundation, without basics in mathematics in my instance and then you need now just to be following the curriculum. At the point of being maybe three or four years even behind, they are behind a lot of years that are lacked. "

The extract above bears sound proof that the same curriculum does not necessarily mean a similar application and outcome. Experienced teachers would be grateful to be given room for sequencing and pacing, given their current context of school. It can be said that some teachers' unfreedoms in teaching CAPS in a low-income school community are more of a systemic problem. They claim that CAPS is not flexible and does not allow for enough creativity in certain areas of study or in a particular setting. Hence, teacher unfreedoms is mainly caused by restricted freedoms, the effect of poverty and poor choice of curriculum. It is seen that CAPS has not managed to categorize and demarcate between different circumstances leading to its implementation. Despite the fact that it has the same content; it may not be implementable uniformly because school contexts differ. This idea is supported by principals from both school A and B. If teachers have little freedom to deliver the curriculum then how can success be attained? It can be said, there is a need to have a curriculum that may help poverty eradication from the foundation or grassroots level.

This theme corresponds with sections 2.1.2.3 and 2.1.3.1 of the literature review and relates to the research aim in the area of teachers' freedoms and capabilities in a poor community school while speaking to the research question.

4.3.2 Lack of good role models

Besides the fact that parents in low-income school communities manifest little interest in their children's school affairs, the study reveals that parents do not serve as good role models in the matter of education. by not playing their role of being good role models and motivating learners' education wise. Participants went as far as to suggest training parents with regards to helping their children in their learning.

For CAPS to be implementable in low-income school communities, at least there should be a creation of awareness in parents of their role in their children's education. It is perceived that most parents in low-income school communities care little about their children's education. This is evidenced by the researcher's information jotted down in her diary when one teacher pointed out that "in fact some parents encourage their kids to study just to qualify to work for

the likes of Checkers store (See 2.1.3.1 and 2.1.3.2) who asserted that most parents in poor communities lack interest in their children's learning and this affects their expectations in general and as a result poverty alleviation becomes difficult. The study findings indicate that parent withdrawal from their children's school affairs as well as other social issues contributes to difficulties in teaching CAPS.

Apparently, learners' failure and carelessness is somehow contributed to by parents as they are reflections of their children's behavior and conduct. This does not only affect a learner but also teachers who have to deliver the curriculum, in this case, CAPS. This suggests that teachers' functionings alone are in vain if the required cooperation is not provided. Therefore, there is a need to have a radical commitment to address the issue of curriculum and learning. How can parents distinguish themselves from their children's education? Joint efforts to provide teachers with basic knowledge of curriculum implementation would help teachers' capabilities in low-income school communities in the Western Cape. This means that parents should be informed of their role in their children's education. Again, the department should get closer to teachers so as to make things easier, especially when it comes to implementation and lesson planning.

Furthermore, the South African DoE should see what is happening on school grounds to gain the true picture things that occur in schools, such as drug abuse and violence so as to intervene timely. The DoE should change the rules when it comes to schooling so as to make learners more responsible at school and support teachers in tackling the different kind of challenges they face daily, including the ill-discipline of learners. In this way, teachers will feel valued, cared for and supported; hence the teaching morale will increase.

Above all, the research findings suggest that parents' roles should be explored from within the school community. It is suggested that parents be paid to come to school, especially in the absence of a teacher. Also, parents could come to school to take care of learners' food and other needs. This could benefit both teachers and the school in general. Consequently, this would be a great step towards bringing parents closer to school. This could also encourage parents to take interest in their children's education and hence alleviate the burden on teachers. However, this suggestion comes with the question of whether a parent would be paid by a school or the department of education. One can also argue whether the school and the department of education have sufficient funding for this plan.. The idea of bringing

87

parents on board is supported by both teachers and heads of department as indicated in one of the abstracts below:

"*Parents should be involved in getting kids to come to school especially parents who are not working. If parents are paid to get kids to school, they cannot refuse to come because they will get money since are from the poor community.*"

In summary, collaboration, support, a culture of learning and teaching and encouragement would go a long way towards enhancing teachers' capabilities in low-income school communities. All these aspects have been proven to work in schools both locally and internationally (Fataar, 2001). The success of CAPS implementation would depend on policymakers, the school community, homes, individuals and the economy; these are the main determinants of the kind of education to be acquired by following the curriculum guide. Despite the fact that the curriculum is the main guide in schooling, no matter how good the curriculum is, if other arms do not deploy their parts as needed, do not cooperate and lack interest in children's education then, no reasonable capabilities can be converged to learners, especially in low-income school communities.

The lack of motivation of learners and parents contributes hugely to the unfreedom teachers' face in CAPS implementation and the study suggests that parents undergo training in order to raise awareness when it comes to their children's education. This point connects with the aim of the study as it refers to the school community and its impact on education (See 2.1.3.4).

The poor role modeling in homes and community end up being emulated in the school environment. Learners' good role models in low-income communities are scarce; therefore, learners tend to emulate their peers who are often involved in activities such as violence, drug abuse, and teenage pregnancy, learned at home or in the community. Some parents and next-to-kin have been found responsible for their children's drug-addiction and early pregnancy. This is articulated by teachers and HODs who participated in this study as seen below:

"*At home learners lack a role model. They do not have good role models. Their role models are violence, drug abuse, gangsterism, and poverty. Their role models are overwhelming bad experiences. This causes restriction on movement when it comes to learning or doing a practical work because of violence in the community. They need to be motivated to come to school early with books*".

88

Therefore, the issue of basic capabilities due to the nature of low-income communities' lack of life experience and exposure to normal life routine is crucial in the teaching process. It will be obviously difficult to teach a learner with an unstable education background. The point links with the nature of the community in curriculum implementation and answers the research question with regards to freedoms and capabilities (See 2.1.3.3 and 2.1.3.4).

4.3.3   Hostile school and living environment

The study indicates that hostility, drug abuse and violence in the school community are the reasons behind learners' indiscipline, unconducive classes and teachers' capabilities which hinder the implementation of the curriculum. Both teachers and learners need to find common ground for capabilities and freedom enhancement for a successful education system. The lack of agreement and a cohesive atmosphere often results in disruptions and affects teachers' functionings. Behavior such as lack of respect and tolerance from learners negatively affect the teaching and learning of the curriculum. Low-income school communities have been identified as a frustrating place to teach because of the lack of respect and discipline on the part of the learners and the school environment in general. This means that the basics should be instilled in the home, in the community and finally the school. There are underlying factors that hinder teachers' capabilities that are not only learners' socio-economic difficulties but also chronic behavior like drunkenness and swearing, drug abuse, poor attendance, and poor focus which generates anger in both teacher and learner. Thus more time is wasted on resolving such irrelevant issues as per school A teacher:

At home, learners lack a role model. They do not have good role models. Their role models are violence, drug abuse, gangsterism, and poverty. Their role models are overwhelming bad experiences. This causes restriction on movement when it comes to learning or doing a practical work because of violence in the community. They need to be motivated to come to school early with books."

The above extract shows how community circumstances are not conducive to learning and to the extent of limiting learners' involvement with school and the teacher, this implies expectations of backlogs in terms of teaching CAPS. Putting the blame on parents would make no sense as they themselves have grown up in the same vicious community. The negative impact of bad experiences in the community plus poverty cause learners to be late for school and not to have basic learning materials, such as books. These issues manifest in curriculum delivery and its outcomes. It should be expected that parents would at least

89

encourage learners to go to school on time and provide them with the required didactic material, despite their poverty status. But the truth is that those parents know little about education, its benefits and how to go about it. Thus, some learners may come to school without their books because they have left them at home or just because they do not have them at all.

This tells a lot about the quality of education in the scope of the study and emphasizes the relationship of the school context with the teaching and learning of CAPS. Thus a context-based curriculum is recommended. In the current state of things, one can argue that implementing CAPS in disadvantaged communities tends to be ambiguous due to inevitable circumstances. Behaviors such as drug abuse, alcoholism, teen pregnancies as well as bullying affect curriculum implementation in low-income school communities in the Western Cape. There is a need for the DoE and Justice Department to work together in the pursuit of safety in the school, the community and of individuals.

The need for safety enforcement is motivated by teachers who participated in this research. Two of the teachers, from both primary and high schools, mention that learners, as well as teachers in some cases, are scared to come to school, fearing for their safety. Some of the findings are even scarier and more alarming than one could imagine in this regard. A teacher described how he was threatened by a parent who came to school; he entered a class and confronted the teacher at gunpoint. From that day onward, the school decided that no parent or visitor would be able to see a teacher without a visitor's card and that a visitor should first go past the administration office.

The feeling of less safety pervades schools because of the presence of violence at school and home. This leads to parents not wanting their children to stay after school for intervention classes. They just want their children home, fearing for their safety. On the other side, some teachers are not ready to stay after school because of the fear of being robbed of their belongings or being hurt and harassed. As a result, teachers' functionings and freedoms to teach CAPS are inhibited in this particular community because of its nature. According to (Taylor, 2008) a better understanding of context help better understanding of curriculum requirement and activities for learners. In addition is necessary to teach according to school-specific needs and context. This will ease time-related pressure while teaching and it will contribute to teachers' and learners' freedom. This could be associated with CAPS implementation in a low-income school community of the Western Cape Province given the

nature of CAPS which CIE (2010) argue inflexible and time-consuming. However, the deeply rooted systemic problems of which most are beyond teachers' intervention ability need to be looked at first before blaming anyone. As such, the impact of the school community on the process of learning and teaching cannot be ignored (See section 2.1.3.2.

 See what a teacher from school A

"...Lack of resources, violence, and gangsterism which prevents CAPS implementation. Restriction on movement when it comes to learning or doing a practical work because of violence in the community. Being left to figure things out on your own. I had to prepare a lesson… it's not based on training you go through. The teacher should be re-inducted on how to control the class. Nature of community and learners themselves pose as unfreedoms to deliver content."

From the extract above, the teacher is highlighting the unconducive learning environment, the lack of a special induction scheme with regards to working in that environment and the associated unfreedoms experiences.

CAPS is time-consuming in nature and requires particular attention in disadvantaged school communities in order to maintain a proper and conducive school climate as a social condition lead to the failure of individual capabilities due to contextual circumstances (refer to section 2.1.3.5).

The circumstances inherent to a particular community prevent learners from reaching their goals and teaching becomes harder. A teacher cannot overlook or ignore those factors and pretend to be in control in the classroom while learners are faced with circumstances that do not allow them to learn as expected. It is important to initially achieve an atmosphere of togetherness for proper learning to take place in a low-income school community. This point recalls the study aims when looking at the school community and teachers' freedoms and capabilities in implementing the curriculum and answers the research question.

Furthermore and according to the findings, understanding the learners' community would help teachers adjust their teaching and it would positively contribute towards their perception of issues in low-income school communities as suggested by the study outcome (See section 2.1.3.2). The question is whether CAPS would really allow teachers' the freedom to choose what is suitable for learners in a given space, precisely in low-come school communities. One

of the teachers' believes that a teacher's job is not only bounded within school fence, suggesting it should extend to the community. The question is how far teachers are willing to go with curriculum implementation in underprivileged communities. This teacher's suggestion is that teachers' should take responsibility in knowing learners' backgrounds as individuals and as a group so as to assist them academically as asserted in the following:

"Teachers should be ready to deal with rest of work and get exposed to real conditions of learners so that they can be empathy for poor condition and environment. There should be the creation of an environment where both teacher and learners can live and work because most kids stop learning when school stops."

The above extract implies that teachers' should visit the homes of learners, where they play and do school work. This may improve teacher-learner-parent relationships; which may eventually alleviate the hostility that parents or carers may have when it comes to dealing with teachers in matters related to their children. The study has revealed that CAPS needs very exposed and experienced teachers. In addition, teachers need to be equipped with theoretical knowledge for them to be able to function practically.

Moreover, in the case of low-income school communities, there are many issues related to individual and interpersonal variations in learning that pose as teacher capabilities impairment in low-income school communities. As Sen (1992) puts it, interpersonal, inter-social variations and personal diversities contribute to the achievement of individual choices of the valued outcomes. For instance choices in the field of education which an individual makes could be limited by the context of that individual. One of the teachers explained that:

"There are many clever learners in this community but you won't find them in school. They feel comfortable to stay at home and do other things than being at school. What can we do? Those that are in school are also having scattered mind."

The expression shows how a certain context can affect individual decision and choices. This can be an alarming issue to follow up on.

Arguably, it would be more practical to know who a teacher is dealing with, to see which extent of he or she should go in terms of which capabilities should be looked at fist especially looking at educational basic capabilities. This would help a teacher to know where to start and also give relevant examples based on the learners' pre-existing and existing knowledge

for the sake of understanding. Consequently, a teacher should be prepared to deal with different situations to manage his or her job at the school and in turn, this could help teacher devise appropriate capabilities to use while in class and beyond (Taylor, 2008). Conversely, the room for creativity and choices of what to do and when to do it based on the needs of learners. It can be argued that, apart from a little room for contextual adjustments in CAPS, the social conditions and nature of the community in itself poses as a major teacher capability impairment. It can be argued that according to the observations during this research, most teachers, including principals and HODs, are skeptical about visiting the homes of learners as it could be too risky, because of the particular nature of some of the parents. There is often an antagonistic mood between parents, teachers and the school community in general, which ultimately leads to teacher capabilities impairment in low-income school communities where the safety of a teacher is not guaranteed.

4.3.4   Need for learners' accommodation at the school

Furthermore, the research results reveal that learners and teachers need accommodation and study space. From the findings, there is a suggestion that teachers and learners be accommodated in school hostels to avoid the bad influence of the school community. As such, learners could have enough time and physical space for school work and their discipline monitored as compared to the conditions in some homes. This would create a more conducive environment for teaching and breeding equally disciplined learners under the same conditions and could enhance teachers' capabilities in the teaching of CAPS as a result. According to Taylor (2009), curriculum change in South Africa has not immensely improved the quality of education. It seems that South Africa curriculum changes have focused more on improving application and problem-solving skills rather than focusing on the learners. The idea of hostels should be promulgated and enacted by responsible stakeholders namely schools, the DoE, and the government in order to eventually affect quality education in low-income school communities.

However, the challenge would still be expenditures on utilities at the hostels if established. It can be said that poor or little achievement and unfreedoms in the teaching of CAPS in a low-income school community is more of a social phenomenon that needs merged solutions from the government than a problem that should be solved by the individual teacher or group of teachers (see 2.1.3.1, 2.1.3.2 and 2.1.3.3). lack of achievement of teaching goals under CAPS could be associated with deeply rooted social and economic issues. If the unique and

common challenges are solved by the government in low-income school communities, teachers' capability and functionings eventually may be elevated.

"Teachers should live at school. There should be a hostel like at university. Not only teachers but also kids. Teacher and kids should stay longer at school so that kids are not exposed to drugs and teenage pregnancy. The teacher should be paid extra money for that".

This means that if learners are brought much closer to school, there can be an improvement in teachers' priority capabilities compared to when learners do not come to school and when they sometimes come with incomplete school homework for genuine reasons or laziness. Staying at school is also viewed as a means of boosting learners' interest in learning and thus teachers' freedom to teach. However, South Africa is still a developing country, although the largest economy in Africa (Mouton, Louw and Strydom, 2012); therefore, the hostel suggestion may not be prompt to be realized in concerned communities. Providing school-based accommodation is an expensive capability and it requires major and subsidized efforts and support and adjustment to social justice and other social issues on the ground (Sen, 1999). The government, who is the key stakeholder in its citizen's education or policymakers, should ensure that they provide a policy that is practically inclusive of all its school contexts and citizens. Not designing a policy that applies to distinguished school contexts leads to producing capitalist ideas and a political economy (Carrim, 2015).

Furthermore, the general perception of school A and B about a place to stay is that, if the space is accorded for both teacher and learner to live at school, there could be a more reasonable and sound conversion of capabilities as learners could have a space to work in, could be present at school and obtain the needed help and guidance that relates to school work and the curriculum. However, the suggestion of hostels requires extensive planning. It requires funding, a willingness to live at school, as well as other costs such as salaries for carers who will take care of learners during and after school hours as well as parent involvement and permission. Not only that, all the logistics will involve costs, hence it may take a while before this idea is put into practice.

The theme links to the aim with regards to the hostile nature of the community versus teachers' capabilities in implementing CAPS, and corresponds to section 2.1.3 of the literature.

4.3.5 CAPS qualities and implementation equity

Sen (1992) argues that even though people have the same commodities, for this study, although CAPS is uniform, it does not necessarily mean there is fairness for those benefiting from it. This is because individual circumstances and capabilities may have contextual differences. Therefore, teachers' functionings too may not be expected to be the same while delivering CAPS in various school contexts. It all depends on the opportunity that an individual or group has to use such commodities. For the purpose of this study, commodity here could mean having CAPS as a curriculum that is used by all schools in South Africa. For example, all teachers in South African schools have access to CAPS, but they are not free to implement what is stipulated in it given their different school settings. School A principal gives his views in this regard:

"These children don't have a foundation of previous years...Now they come, they have memory learning gaps, they have learning gaps. And you struggle to build the house because you struggle with the foundation. And you can see that right through primary education here at low-income schools they come here without a foundation, without basics in mathematics in my instance and then you need now just to be following the curriculum. At the point of being maybe three or four years even behind, they are behind a lot of years that are lacked. "

The extract above bears sound proof that the same curriculum does not necessarily mean a similar application and outcome.

Experienced teachers would be grateful to be given room for sequencing and pacing, given their current context of school. It can be said that some teachers' unfreedoms in teaching CAPS in a low-income school community is more of a systemic problem. They claim that CAPS is not flexible and does not allow for enough creativity in certain areas of study or in a particular setting. Hence, teacher unfreedoms is mainly caused by restricted freedoms, the effect of poverty and poor choice of curriculum. It is seen that CAPS has not managed to categorize and demarcate between different circumstances leading to its implementation. Despite the fact that it has the same content; it may not be implementable uniformly because school contexts differ. This idea is supported by principals from both school A and B. If teachers have little freedom to deliver the curriculum then how can success be attained? It can be said, there is a need to have a curriculum that may help poverty eradication from the foundation or grassroots level.

This theme corresponds with sections 2.1.2.3 and 2.1.2.4 of the literature review and relates to the research aim in the area of teachers' freedoms and capabilities in a poor community school while speaking to the research question.

4.4 Resources and CAPS implementation

This section presents different resources and their contribution towards or against CAPS implementation in a low–income school community in the Western Cape. These resources include cultural and moral resources as well as material and human resources.

4.4.1   Understaffing

The current research has found that there is a need to employ more staff as an important human resource in low-income school communities for better curriculum coverage. Staffing challenges affect both learners' welfare and curriculum implementation. The research outcome has revealed the necessity of having more teachers in school to cater for the different needs of learners. Both the primary school and high school suffer from a shortage of staff. Yet, low-income school communities are the ones in desperate need of enough teachers and support staff given the prevalence of learning gaps. From the current study, for instance, both schools lack a psychologist and social worker at hand who would help learners as most learners are in real need of help for them to continue learning.

The problem of low staffing in schools should be ended by appropriate authorities by hiring or recruiting staff. Consequently, teachers may be able to teach CAPS and learners will be able to learn. In addition, many learners need to be tested psychologically and receive counseling. They have both individual and communal needs that, if not counseled in time, will affect a big portion of their learning, hence CAPS in general. Apart from a psychologist and social worker this schools also need a librarian as well as a technology teacher.

"We don't have enough teachers in this school. More teachers should be employed. For CAPS to be more implementable in this school more teachers should be employed in this school. Social worker and counselor are needed almost every day. Sometimes they take too long to come to us. And when they finally come the problem has long been escalated or even forgotten."

By implication, the need to support teacher capabilities in low- income school communities is beyond the classroom. The Western Cape department of education ought to safeguard the

sustained structures that enable teachers to implement CAPS successfully in low-income school communities. The needed human resources should be recruited as at the time of this research, they are needed urgently. This could improve teachers' welfare curriculum coverage. At some point, the primary school found itself in a very desperate situation as most teachers who apply for a job there do not want to come for interviews and if they happen to come, they never arrive for work. This is associated with fear once they have seen the location of the school and the way learners behave. It shows the extent of fear that a teacher might have, by just imagining working in such a community. This further shows that violence across the community has caused a lack of will for qualified teachers to apply for work in an area perceived as very violent and dangerous. Hence, CAPS is unlikely to function normally in the absence of qualified teachers due to the school community context. Both school principals highlighted their concerns over unruly behavior in the community as follows:

"In many occurrences, teachers are successfully interviewed for the job, but they do not pitch up to sign contracts and start working. Whenever they are called they always have excuses. Some of them speak genuinely as they did not know very well about the school before they applied and its location hence they decide to change their mind".

Based on the above, it could be argued that some schools have limited options and just hire anyone, as long as there is someone to fill the position. It comes to a point that, it is not about who and what to teach but when to teach. As a result, the fulfillment of CAPS outcomes will remain hard to attain, as long as human resources are still a challenge. The current research finds that most times teachers strive and want to get the best out of learners but community-bound circumstances prevent them from achieving what they deem important to learners.

It can be said that the smooth running of an organization can hardly be achieved without up-to-standard human resources (See section 2.1.2.1, 2.1.2.2). This does not include schools which have enough academic and non-academic staff. This was evident from the current research findings. There are not enough human resources to deal with various issues concerning teaching and learning as well as issues that could assist teachers' functionings to take place as expected. There is evidence of low staffing in low-income school communities in the Western Cape which has been expressed by teachers in both participating schools. When a principal was asked about what he thought was a solution to low staffing:

"We think employment is a solution. Employ more teachers and librarians. We have been promised a library soon but no librarian. We need to have all the preparations at hand"

According to the principal in school B, there is a project that is still in a pipeline to introduce library (a material resource) in the school but no librarian. When it comes to the use of technology, there are not enough knowledgeable teachers to use it or show it to learners and this the use of material resources such as of projector, whiteboard markers and so on. He further suggested that teachers should be able to use the technology.

This, as a result, may boost teachers' functionings in the successful implementation of CAPS. If teachers are empowered, learners are consequently empowered, and poverty is alleviated. Therefore, this may enhance teacher freedoms to fully implement CAPS in low-income school communities in the Western Cape.

The findings align with the research aim and the research question, taking into account the hostile aspect of the community and the broken communication of the DoE as stipulated in the literature (Sections 2.1.3.1, 2.1.3.3 and 2.1.2.2).

4.4.2 Crowded classes, language, and discipline in CAPS implementation

The current study has discovered that material and moral resources such as overcrowded classes and language barriers make learning and classes difficult to handle as affirmed by the participants of the study. Both primary and high school HODs acknowledged that language issues affect teachers' capabilities and functionings. With overcrowded classrooms, which teachers face in low-income school communities, it is impossible to reach all learners in time. For instance, in the cases of weak and slow learners, teachers sometimes are unable to assist them in time. This is one of the problems that low-income school communities are faced with. Overcrowded classes are a source of ill-discipline and increase the teachers' work of controlling discipline and the class at the same time (See section 2.1.3.3).

Besides, most overcrowded classrooms are faced with language issues as well as literacy in general. This, in turn, challenges teachers' functionings in the classroom and increases the negative perceptions of a teacher. School A principal indicates:

"... the challenge is big classes with 40 to 50 learners ...small class means more time to teach ...more time to work with learners where they did not understand..."

98

For instance, in one of the schools where this research was conducted, most learners are of African origin. Therefore, they are more comfortable speaking their mother tongue and they understand it better. According to the principal, the school is 80% Xhosa and the rest of learners are learners of color or from other groups.

The challenge is that most instructions are given in English which is what the parents want to be the instruction language for their children. It can be said that English is what many parents choose and value for their children and this is why children should use it at school because when they finish school they need to look for jobs and if they know a language other than their mother tongue, it will help them at work. Learners' failure is associated with the lack of understanding of terms and what is going on and not because they do not know or have the ability. The study has found that when it comes to comprehension and reading of texts, learners seem to struggle more. The impact of language issues is a serious capability setback for teachers' functonings. This implies those teachers' negative perceptions and poor motivation increases. They feel powerless and unable to decide on what is best for the learners; hence all these issues affect the teaching of CAPS.

School B principal, however, highlighted that a major contributor to poor performance is a language challenge. The school is dominated by majority black learners and the rest are other groups. The medium of communication is English but the majority of learners seem not to master it and this leads to them failing to understand the content. This how one of the principals expresses their concerns:

" *...We are faced with language problems. Majority of learners are isiXhosa. 80 percent black isiXhosa. So their home language is isiXhosa. Now they get English as the language of instruction..."*

In many cases schools in low-income community experience, language and mathematics problem and this is in both primary and high school. Language problems are an alarming concern in for teachers' low- income school community. It makes teachers achievements futile in curriculum implementation. Most teachers and principal think that learners do not understand most of the things because of language problems. This is expressed in the following extract:

"*Learners don't understand concepts. They can't read or understand English or Afrikaans. They have poor maths and numeracy and literacy skills...lack of basic math skills.*"

Therefore, once the language barriers are lifted, the curriculum crisis may be avoided in one way. As a result, quality education may be realized and people's lives, in general, may be thereby improved.

In analyzing the data, the researcher noticed that most teachers' experiences of their teaching of CAPS in a low-income school community are less positive with only a few positive experiences and freedoms. It can be said that the sampling approach and participants have enabled the research questions to be answered suitably.

The theme aligns with the research aim and question about to teachers' unfreedoms and capabilities in the teaching of CAPS in a low-income school community, as it exposes the lack of support from the government for the school contexts under study.

4.5 Summary

The salient points revealed in this study are poverty and lack of basic capabilities, the need for accommodation, discipline and teacher authority. These factors contribute to teachers' unfreedoms and poor perceptions of teaching which together negatively contribute to teachers' functionings and capabilities in low-income school communities. It is viewed that teachers may not successfully implement CAPS in a low-income school community in the Western Cape without the basic capacities. The basic capabilities would help teachers to converge basic education and secondary education as expected because without the basic capabilities such as good health, transport to come to school, proper housing, hygiene, proper nutrition, required school items and infrastructure it can be challenging to deliver CAPS content. Sen (1999) states that basic capabilities are those little or small doings and beings that are necessary for other capabilities to take place. Basic education may not be achieved, let alone secondary education, if basic capabilities are not present. Therefore, it can be said that CAPS implementation in low-income school communities in the Western Cape experiences the effects of poverty and lack of basic capabilities. The effects of poverty are chiefly caused by deep social inequalities and unemployment among members of low-income school communities.

The surprising theme, according to the findings of the study, is the provisions of hostels for both teachers and learners around the school premises. The provision of accommodation is thought to be one of the solutions to combat both teacher absenteeism and learners failing to fulfill tasks. Learners would have a place to live, eat and play and gain good experiences.

http://etd.uwc.ac.za/

School hostels could also be much better for a female learner who is vulnerable to teenage pregnancy. There would be structures to monitor learners and support them at the hostels. This could contribute positively towards implementing CAPS in low-income school communities in the Western Cape Province.

The overarching themes in this study are inflexible curriculum, language issues, time and pedagogy versus content and knowledge, violence in schools and lack of teacher authority, weak policies on learners' progression and poor appropriate punishment. These are some of the factors which have a large contribution to teachers' perceptions of their teaching in low-income school communities.

The findings of the study include themes that are directly related to the nature of the school community as well as those that are indirect and fall under the responsibility of the government. Altogether they have a negative impact on teachers' perceptions, freedoms and functionings, and capabilities in their teaching of CAPS in low-income school communities.

Firstly, there are themes or factors linked to the nature of the school community like cultural resources such as language and identity, parents' low-interest in learners' education, violence and other vices that interfere with curriculum implementation such as poor accommodation and poor role models. Secondly, there are themes that have to do with teachers' unprofessional behaviour, which mostly manifest in absenteeism and unpreparedness and thirdly, the majority of the themes are the responsibility of the government including devising a uniform CAPS, a curriculum which caters less for low-income school communities from a multitude of aspects, not helping with building classrooms and providing necessary logistics, not collaborating in education on the ground. Importantly, the government does care about community safety or eradicating poverty, the main source of teachers' unfreedoms and capabilities impairment. Figure 4.1 shows, in a triangular collaboration, which does what in terms of factors hindering CAPS implementation.

The malfunction of the triangular collaboration ends up putting all the weight on the shoulders of the teacher, making him or her the only person responsible for teaching and learning but who is deprived of the freedom to manage the situation. The next chapter will explore the summary of factors affecting CAPS.
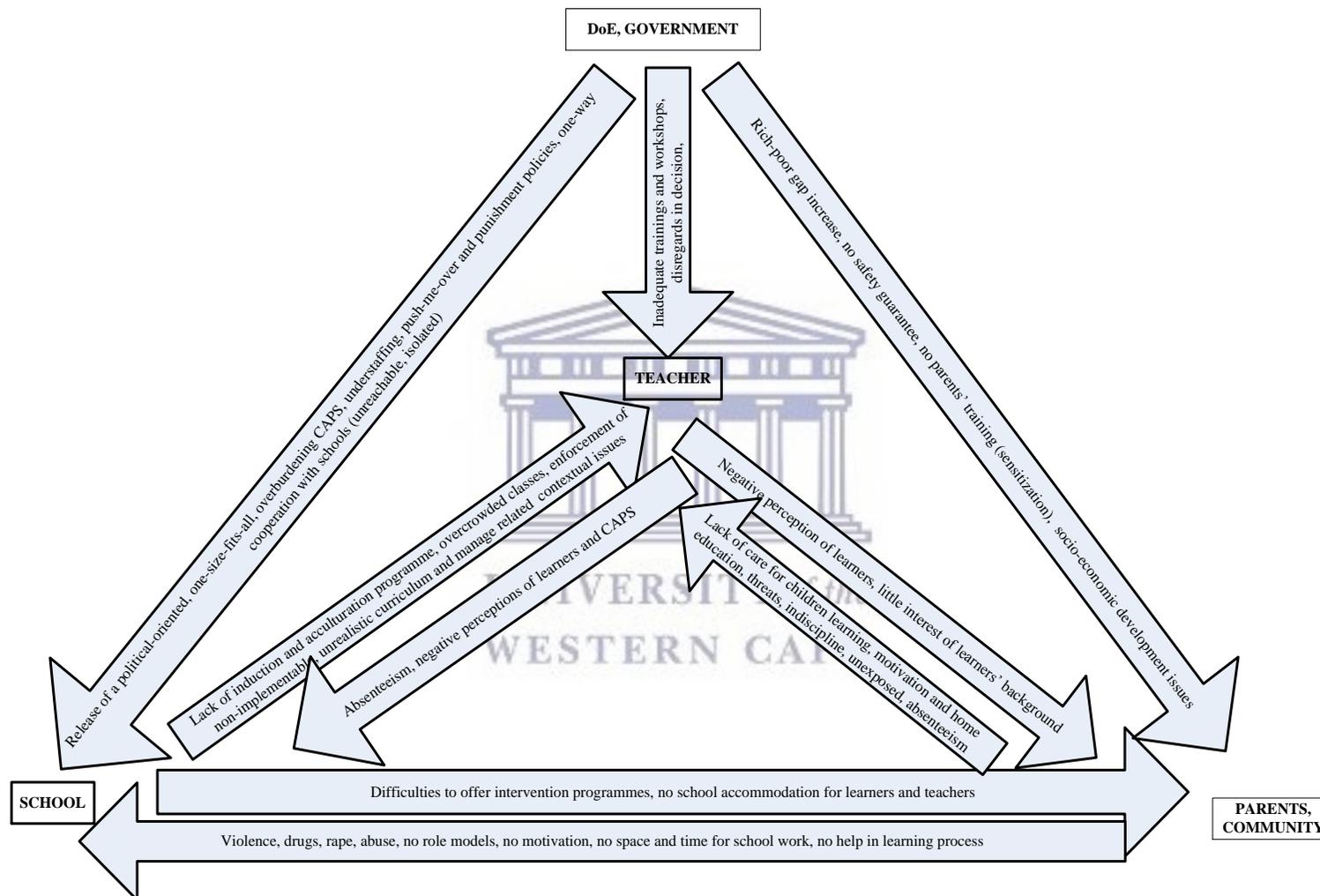
Figure 4. 1: A manual summary of factors affecting CAPS implementation

CHAPTER FIVE

MANUAL OF SUGGESTIONS TO IMPROVE THE CURRICULUM IN-SERVICE PROGRAM IN LOW-INCOME SCHOOL COMMUNITIES

This chapter consists of a manual emanating from a summary in figure 4.1 of chapter four. The summary of factors affecting CAPS implementation in poor school communities in the Western Cape Province is presented in Figure 4.1 which recapitulates Chapter four. The content of Figure 4.1 shapes the manual and suggests what could be considered to better teachers' curriculum training as well as the implementation of the new curriculum. The suggestions on what should add value to the teachers' training manual and how the CA could be applicable based on the content of Figure 4.1.

The way the main stakeholders (i.e. DoE, the government, teacher, school, community and parents) may influence each other and interfere with CAPS implementation is indicated in the manual. The successful curriculum implementation in distinguished school contexts depends on the roles of different stakeholders. Included in the manual are the roles of key stakeholders of education and how their position may enhance or not enhance curriculum implementations.

The major factors imposed or experienced by any key stakeholder are therefore included in the manual.

There is a need for the stakeholders to work together in a collaborative manner to enhance teachers' capabilities and functionings in low-income school communities. They have to work as a system. A system is defined in the business dictionary (2015) as multi-connected things, organs that work together or that form part of the whole. Also, a system can consist of interrelated or independent structures with a common purpose. This implies that if one of the structures of the system is less collaborating unexpectedly, it could be one of the reasons why a system may become dysfunctional. For this study, the lack of collaboration between the DoE and the government, the teacher, the school, the community, and the parents manifests unprecedently in the implementation of the curriculum in specific educational settings, which are mainly poor school communities in the Western Cape.

Figure 4.1 shows that the government and the DoE are at the top, the teacher is in the middle, and school, community, and parents are at the bottom. The teacher in the middle is faced with a lot of challenges and unfreedoms, imposed on him/her from all parts because he/ she is in the middle. All the pressures and unfreedoms in his functionings at school and from the rest of the stakeholders affect him/her negatively. If all of them worked as a coherent system, teachers would be free of functionings and capabilities at schools in disadvantaged settings. The manual proposal relies on the necessity of the collaboration of the main stakeholders with teachers in a sense which helps the enhancement of teachers' functions and CAPS implementation. The manual outlines the roles and actions for each stakeholder in the fulfillment of the research as seen in the following sections.

5.1 Department of Education / Government

From the study's findings, it was shown that the DoE and Government are seated on the top of the triangle but it was shown that there is a poor collaboration with schools with regards to curriculum implementation. The two giants are responsible to ensure that all the infrastructure, logistics and staff required to run a proper school are in place, especially in the school settings under study. The poor collaboration benefits less the communities (which include parents, learners, and teachers) because of various challenges.

For instance, economic transformation has not shown enough progress, especially in poverty-stricken communities. A good or poor curriculum is not enough to guarantee positive implementation. This means that economic transformation and provision of basic capabilities stands as pre-requisite necessity of successful curriculum implementation. This manifests in ever-worsening states of poverty, safety, drugs, violence and a variety of crimes. Particularly, the teacher as a front person is left in the middle of the ocean to sort out issues against all odds.

In CA terms, this is viewed as a hindrance to functionings (beings and doings) by part of a system in terms of curriculum training and implementation, specifically in low-income school communities. The DoE is perceived by teachers to be rigid in the whole issue of curriculum training and implementation and to be remote when it comes to involvement in learners' education on the ground. They think that the department should have considered a different pacing and sequencing of subjects based on schools' specific needs.

- The problem of poor implementation of curriculum and teachers' negative perceptions could be addressed by devising an education policy which gives room for flexibility and is based on contextual needs. Gap-wadding programmes need therefore to be introduced in specific schools, especially in poor communities in order to adjust the learners' knowledge.

  Furthermore, the department applied a one-way top-bottom-approach when CAPS came into effect. This should not have been the case, especially for teachers from low-income school communities. This should have been addressed in the following ways:

- The department of education/government is advised to employ a bottom-up approach while considering the implementation of the improved curriculum. Teachers working in poverty-stricken communities should have been consulted for their input on CAPS and given a chance to give feedback on the training. Their view could have shaped CAPS in terms of time, sequencing and addressing the knowledge gap in their school settings. From a theoretical point of view, CA advises that theorists/policymakers should not be the ones to decide on a development program including educational policy if they have less general public knowledge of society. This means that public consultation is to be done first before any decisions are made. For instance, teachers were supposed to be accorded a chance to participate in decision making on the structure and content of the curriculum, especially in poverty-stricken communities.

- The department of education should train teachers for longer periods. It is suggested that the training should not be less than six months and not longer than a year. This could alleviate teacher fear of the unknown and also increase freedoms to teach what a teacher values, thus enhancing teachers' capabilities.

- In-service training is to be considered to be compulsory. The training needs to be re-run by both schools and the DoE. For instance, once a teacher has completed his / her degree, an acculturation programme should be run by the department to equip teachers with what goes on in schools in different settings and what a teacher should expect and how to deal with certain issues that may arise. This would empower teachers' functioning at work. Again, given their natural uniqueness, schools should be required to orient a new teacher and help him/her on the ground to remove any unfreedoms that he/she may encounter. Teachers' motivation could be boosted in that

way. Teachers are not supposed to be left confused as it interferes with general teaching practice and perceptions, especially in low-income school communities.

- Rendering autonomy to teachers. Autonomy will enable a teacher to communicate effectively without fear regarding his/her concerns about a curriculum. For instance, teachers from different teaching settings could be allowed to propose and choose what is best for them and the learners whom they are teaching. For example, some of the concerns could be, how long do they need to train for the curriculum, what kind of discipline measure is more suitable to their context without interfering with learners' rights and how should learners progress from phase to phase and grade to grade? Not only that but also what do learners in their setting need the most. CA puts that listed capabilities are not bad but the challenge is to insist on the predetermined capabilities. In other words, it should be articulated that the creation of study content should be left to teachers.

- This should be in the best interest of learners and education and perhaps lives could be improved as a result. The Western Cape. DoE may consider recruitment of teachers, allocate them to schools in need. This would curb understaffing problems in poverty-stricken school communities. Most teachers, especially new teachers, do not want to start work in poor school communities as the schools in these particular settings are known for indiscipline and unruly learners, as mentioned earlier on. There should, therefore, be compulsory acculturation done by the WCED to all teachers starting their teaching career in order to remove the phobia of working in low-income school communities.

- The government could conduct research on education policies and ensure they are in the best interest of the citizens before pioneering them. This will determine whether a curriculum is suitable for a country with various school contexts or not. In the long run, teachers should not be sitting with unfreedoms in poor school communities.

- The government and Western Cape DoE need to sensitize the community in case a new curriculum has to come into effect. Communities should be made aware of their role in curriculum and teaching. Emphasis should be put on the effects of the immorality of community members on education and society in general. The government should consider communities' views and give feedback on such

106

sensitization programs or projects. This could improve the way a curriculum and its implementation is perceived and actually carried out in low-income school communities.

- Consideration to confiscate the teaching license for teachers that are found with repetitive unethical misconduct in the teaching profession.

- The budget for school hostels for learners: This would save learners from abuse and violence that happens at home and in the community. It would give more teaching time and uplift the teacher's morale when learners do all their homework and school activities as there will be no significant learner absenteeism. Also, teachers' hostels could be built at the school.

- Consideration to institute mandatory reshuffle of teachers' teaching experiences. For instance, a teacher may teach in an affluent school for a certain number of agreed years then move to a less affluent school, just to share experiences and insight. The problem of low staffing should be solved. This may take time and can be viewed as an infringement of rights but it has worked in other African countries whereby teacher graduates from one area would be sent to work in a different area. In the end, they would have teaching experience at almost all the places in one country. Teaching should be taken seriously, just like the army. In the army, recruiters are sent to serve in various places and do not complain. Factors of class and race should be eliminated and that should start with the teachers. This suggestion is optional.

5.2 Teachers

Teachers are the backbone of the curriculum. For him or her to be empowered, the teacher needs to be well prepared. Not everything will be done for teachers. Curriculum and pedagogy delivery should run smoothly, no matter how hard the circumstances may be. The following points should be observed from the teacher's perspective. They would be required to:

- Attend professional development and acculturation programs.

- Be positive minded, prepare well for class, be well mannered and a good role model.

- Formally communicate and justify his/ her absenteeism for ethics and professional reasons.

107

- Have an interest in learners, learning and learners' backgrounds.

- Be open to contributing ideas and accepting criticism.

5.3 Schools

The role of schools in the management of curriculum implementation should consist of the following:

- The compulsory offer of intervention programs to all teachers, especially the ones that are starting their teaching career

- The consideration to have the compulsory signing of attendance register in the principal's office for all teachers.

- Implement harsh discipline measures for teachers caught for indiscipline issues involving a learner

5.4 Parents /community

The community and the parents should participate in the successful education of their children by transmitting qualities of good learners to them. Among other things, parents should:

- Encourage their children to be vigilant in their life and education

- Be good role models and encouraging learners

- Eradicate vices in the home and the community.

- Avoid and stop abuses and violence at home and in the community.

- Encourage and participate in all matters concerning child education, for instance, attend school meetings.

- Stop child's poor behavior in the first place - not to wait for others to help first.

The manual has presented what should be considered to improve curriculum implementation and while training teachers for a new curriculum. The literature showed that it is inevitable to have an improved curriculum, especially in the 21st century. Therefore the government of South Africa adopted CAPS to cope with global demands. The data that was collected and

analyzed shed some light on capability analysis of teachers' perceptions of teaching CAPS in low-income school communities in the Western Cape Province.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction.

This chapter presents a summary of a capabilities-based research conducted in low-income school communities with a focus on the investigation of teachers' perceptions and freedoms while implementing CAPS. It briefly recalls the research aims, research questions, and research methodology, as well as a summary of the study findings. Importantly, a brief discussion, analysis, and conclusion of the findings are also included in this chapter.

The main purpose of the study was to explore teachers' capabilities, their perceptions, and freedoms in implementing CAPS in a low-income school community in the Western Cape. The research methodology was guided by the main research question which is related to identifying or ascertaining teachers' perceptions of their freedoms in the teaching of CAPS in a low-income school community. Subsidiary research questions around the teachers' perceptions of CAPS itself, their capabilities and their teaching freedoms were referred to in the completion of this research.

Qualitative research methods were used to collect the data from two sample schools (one primary and one secondary), located in a low-income school community. HODs, principals, and teachers in both schools participated in the research by answering the interview questions which yielded raw data. The raw data was then categorized into themes and generated research findings.

As the entire study was informed by the CA authored by Sen Armatyre, so were the analysis and discussion of findings. The thesis focused on the analysis of teachers' capabilities with respect to their perceptions and freedoms in the implementation of CAPS in the low-income school communities of the Western Cape. The difficulties observed by teachers are inter-related in that they all originate from the contextual whereabouts of the school communities and constitutes challenges to teachers' capabilities and freedoms while teaching under CAPS

Despite the government's efforts to ensure its citizens' well-being, the research indicates that there are challenges inherent to community contexts and deeply rooted in the society that governs curriculum implementation. Learners in low-income school communities see their education outcome degraded due to socio-economic inequalities, parents' unemployment and the geographical location of their schools. Community-related demerits are also believed to

110

pose a major barrier to CAPS implementation in the form of teachers' negative perceptions and unfreedoms. Resorting to a multitude of curriculum reforms in an attempt to address educational inequalities has not worked in the low-income school communities of Cape Town.

This chapter provides a glimpse of teachers' unfreedoms as they deliver their teaching through CAPS in low-income school communities in Cape Town, Western Cape. Views shared by research participants, namely HODs, principals and teachers on their school communities' impact on the education system and its outcome may serve as a reference to inform teachers' experiences in similar school contexts.

The main findings of the study comprise the language barrier, geo-social-economic factors, lack of cooperation of concerned stakeholders, a push-me-over policy and relaxed rules, low staffing, violence and instability in the community, teacher and learner overload, crowded classrooms, the one-size-fits-all aspect of CAPS, ineffective teacher training and development programmes, the time-driven aspect of CAPS, teacher exposure to learners' background, poverty, the need for learner and teacher hostels, the triangular cooperation of key stakeholders and the politics around CAPS history.

One of the factors in teachers' capabilities depreciation is a policy known as push-me-over that allows for learners to progress to the next grade without meeting the requirements. As such, the capabilities deprivation has various implications for education outcome including promoting learners' laziness as studying hard is viewed as an optional requirement, which is reported to pose unfreedoms to teachers' capabilities and promotes education inequalities.

The education policy barely considered human diversity when it gave out a uniform order that CAPS should be implemented in all school contexts. This means that the DBE should have thought of catering to various teaching approaches, given that schools are unique and unequal. Teachers could be thus given the freedom of teaching what they value (Sen, 1992). The impact of deprivation could be primarily addressed through government policies in the form of lifting the living standard of citizens by eradicating and alleviating poverty which is the main obstacle to the practice of capabilities.

The provision of hostels for both teachers and learners is another salient but surprising theme which emerged from the study, as one of the ways to enhance teachers' capabilities in CAPS implementation. The suggestion is subsequent to an indirect link between this theme and factors such as lack of a working space at home, and poor guidance from parents or guardians

when it comes to school work. Violence in domiciles and communities was another motive that calls for the government to organize hostels within schools in poor communities.

Teachers need also to be effectively and duly retrained in CAPS, especially in low-income school communities and given the room to voice their feedback on the training in the hope for the successful delivery of CAPS in all school contexts. Findings have shown that for those who managed to attend, the training offered was not well packaged and its duration was too short for the amount of CAPS content that had to be covered. Through interviewees, the study recommends that training organizers ensure that all concerned are in a position to attend as the schedule was not convenient when it comes to teachers in disadvantaged areas of Cape Town. In this regard, teachers' development programmes are advised to take place on a regular basis and include daily-life technology which is applicable to classroom practice as well.

Furthermore, the study findings have revealed that CAPS implementation should be measured taking into account both teachers' functionings and capabilities and the deep inequalities among and within South African society. The general perceptions and understanding of CAPS imply that it could be hard to expect an equal outcome from a curriculum which is unequally delivered, based on school context inequalities, thus thrashing the one-size-fits-all aspect of CAPS. However, CAPS appropriateness needs to be revisited, to allow for teachers' functionings and a smooth conversion of capabilities conversion, while delivering on the curriculum in a variety of school contexts.

Numerous other contextual shortcomings characteristic to teachers in poor school communities, as well as socio-economic factors of the community and individual households, prevent teachers' freedoms from implementing CAPS. Among the factors pertaining to teachers as shown by the research findings, are teachers' poor attendance, their negative perceptions of learners' ability to perform and the hostile school environment itself which escalate the already existing shortcomings in CAPS implementation. Further, factors such as poverty in households and vices in the community, lack of triangulated cooperation between school, homes and DoE in learners' education, which put all the burden of learners' education on teachers, plus relaxed rules, are deemed huge contributors to teacher unfreedoms and functionings, particularly in low-income school communities. All the factors mentioned, collectively contribute to teachers' perceptions and unfreedom in the teaching of CAPS in a low-income school community.

All in all, it is certain that teachers could make use of their ability and CAPS to teach learners what is valuable for a brighter future. Thus teachers should be helped to enjoy appropriate teaching, as long as learners avail themselves of an education that is intended for them. Teachers may not, however, be able to make a remarkable impact on the socio-economic related status of learners and the community to a larger extent, but they are disposed to help learners in low-income school communities to fully realize the advantages of education and their potential to achieve it, provided that required capabilities are catered for. Though there are clever learners in the community, they are rare due to poor motivation, lack of goals and deeply unequal socio-economic statuses. The underperformance of the would-be clever learners may be justified by their involvement in activities other than schooling, thus hindering quality education and its outcomes and increasing society and knowledge gaps. It can, therefore, be said that CAPS should give room for teacher flexibility for it to be appropriately delivered to suit the needs of particular individuals or group of schools since a curriculum is unlikely to guarantee successful education on its own and should not be isolated from the school contexts where it is being implemented. The findings from the literature reviewed and the theory used with the findings of the study have contributed to the available body of knowledge and may be referred to in drafting education policies in general towards improving educational practices, as well as a systemic and matric pass.

The salient point which emerged from this study is poverty and lack of basic capabilities. These two factors contribute to teachers' unfreedoms and poor perceptions of teaching which all together contribute negatively to teachers' functionings and doings. It is viewed that teachers may not successfully implement CAPS in a low-income school community in the Western Cape without basic capacities and basic capabilities. These would help teachers to converge basic education and secondary education because without basic capabilities such as good health, transport to school, proper housing, hygiene, proper nutrition, required school items and infrastructure, it can be challenging to deliver CAPS content.

Sen (1999) states that basic capabilities are those little or small doings and beings that are necessary for other capabilities to take place. Basic education and secondary education may not be achieved if basic capabilities are not present. Therefore, it can be said that CAPS successful implementation in a low-income school community of the Western Cape is faced with poverty and lack of basic capabilities. The effects of poverty are chiefly caused by deep social inequalities and unemployment among members of the low-income school community.

The study's outcome embeds surprising themes. Referring to the findings, the study suggests the provision of hostels for both teachers and learners around the school premises. The provision of accommodation is thought to be one of the solutions to combat absenteeism and to ensure that learners submit school activities with no room excuses. Learners would have a place to live eat and play and have some good experiences. School hostels could also be preferable for a female learner who is vulnerable to teenage pregnancy. There would be structures to monitor learners and support them at the hostels. This could contribute positively towards implementing CAPS in low-income school communities in the Western Cape.

The overarching themes in this study are inflexible curriculum, language issues, time and pedagogy versus content and knowledge, violence in schools and in the community, weak policies on learner progression and appropriate means of indiscipline correction. These are some of the factors which have a significant influence on teachers, and their perceptions of teaching in low- income school communities. The main findings from the literature and empirical data are further provided under the following headings.

6.2 Main findings from the literature

The main findings from the literature suggest that poverty and curriculum poor implementation interrelate. The coexistence of both would mean that curriculum implementation in poverty-stricken areas of the Western Cape is a risk in vain and futile. Poverty is a foundation for teacher dysfunctionality, incapability, and eventually unprofessional conduct. In the larger picture, society could remain in capability poverty. Poverty in itself is a negative capability. In many developing countries, including South Africa and its suburbs, poverty is evident and its negative consequences are seen in curriculum delivery. With the CAPS curriculum, it is thought that it is not a monster curriculum, given that its application is done in the right context.

The presence of poverty in the low-income or poverty-stricken communities of the Western Cape comes with immorality, poor motivation, violence, and abuse of learners and teachers, as well as community members themselves. Schools are in the community, school learners are from the community and teachers are also from the community. Definitely, what takes place in the community influences what happens in schools and vice versa.

The selected literature for this study has also revealed that curriculum change and bureaucracy is inevitable. With time, any curriculum needs to be improved in order to meet and abide by global demands. These demands include skilled workers and appropriate human power. Each and every country, including South Africa, has its own curriculum. However, no country can exist on its own.

There is an international agreement that countries have to abide by so as to move forward and maintain good relations with others (UNESCO Institute for Statistics, 2006). This kind of obedience comes with costs. These can be negative or positive costs, depending on the development level of the country, its geographical location as well as its cultural values. It is up to a country to accept and adopt what is thought to be of best interest to its citizens and their future.

For instance, South Africa is a member of the global village. After achieving democratic independence in 1994, it was necessary to design a curriculum that would cater for all its citizens in a more equitable way than did the curriculum that was in place before independence. Hence, South Africa adopted various curricula namely, C2005, Outcomes Based Education (OBE) and eventually the CAPS curriculum which was altogether in the best interest of the citizens (DBE, 2010). What was supposed to be done first was to assess the contexts to which this curriculum would be applied? In this case, the government had an obligation to see whether the adopted curriculum would suitably work for the interest of schools in rural, urban, poor and industrial communities, and if not it, would adjust the curriculum to fit all its school contexts. This could be done through consultations with the main stakeholders' and experts i.e. teachers from both school contexts at first glance.

Furthermore, there is evidence from the literature that teachers' training and development is paramount, not only to adapt teachers to a new curriculum but also to train and upgrade their knowledge on a regular basis. This training should include training at the higher institution level, departmental level, and school level. The role of teachers in the new curriculum should not be ignored at any point because he/she is a curriculum implementer. In addition, learning support from different stakeholders (parents, community, DoE) could be deemed necessary, especially for a new content and time-oriented curriculum such as CAPS.

The impact of a content and time-oriented curriculum could bring more impact in low-income or poor school communities than schools in other contexts. It is believed that to have

a content that does not fit while there are large content knowledge gaps that need to be filled, seems to the majority of people from poor communities as false hope. There is a view that most of the time, communities struck by poverty give little value to time and content does not really matter to them because of existing challenges that are deeply rooted in their context. This includes the culture of not reading and completing school work, violence that prevents schools from smoothly running and different kinds of abuse.

Moreover, living standards, curriculum change, and curriculum implementations may bring more freedoms or unfreedoms to teachers and communities who live in poverty than others. When capitalists use poverty as a control measure, it lands people below the poverty acceptable line. Therefore, a uniform curriculum is questionable because people who live in a capitalist economy, more often than not it is believed that capitalists fulfill capitalist orders through the curriculum (Carrim, 2015).

If the curriculum is to cater for better education in order to improve the lives of people in distinguished contexts and circumstances, then why not consider the contexts barriers under which a specific curriculum is going to be implemented? And why should the curriculum be uniform in various contexts and needs?

In addition, mixed capabilities of politicians, policymakers, teachers, parents, communities, and language challenges form part of the main findings from the literature used in the current study. It came to light in the literature that politicians and policymakers decisions may be costly to some groups or members of a particular society (Todd and Mason, 2005).

Directly or indirectly, knowingly or unknowingly, the Government has a hand in the poor living conditions of its citizens. Government agendas and ideologies that the majority of governments subscribe to are fulfilled through education (Carrim, 2011). As a result, poverty contributes to poor support from parents in their children's learning and community vices contribute to the poor implementation of a curriculum. Besides, the struggles with the language of teaching and learning and the lack of appropriate learning facilities are viewed as negative capabilities.

6.3 Main findings from the empirical chapter

The empirical chapter of the current study reaffirms the importance of ethics clearance, though it does not necessarily guarantee a researcher the successful collection of data. The current study involves two schools in the suburbs of the Western Cape Province. After

observing all the essentials required for collecting data in schools, I finally chose two schools and went to seek their consent. I first had to see an administrator who was the person competent enough to authorize my meeting with the principal. For this study, the principal of school B was the one who gave permission for his school and his teachers to participate in the study.

The first time I went to one school, there was a lengthy meeting. I did not mind because I was not expected at school on that day and at that time. The administrator advised that I could not see the principal on that particular day and gave me an appointment for another day. On the day of the appointment, I received the news that something had happened and the appointment had to be re-scheduled. We agreed to meet the following week but once again the meeting was canceled. The reason I went to the same school several times is that the school was conveniently located, and the administrator assured me they normally received a lot of students from the university in which I was enrolled in. The other reason was that it was close to the road and public transport.

Ethics was observed even in cases where the school withdraws at the last minute. Schools are not forced to participate in a research study, for whatever reason and even if they agree to participate, they can withdraw at any time. I had to figure out the way forward and look for another school. I finally found another school and all the ethics had to be observed before I could obtain permission to conduct research.

During the entire study, all the interviews were conducted on school premises. There were no means to take the participants anywhere else for interviews and they also preferred the interviews to be done at school. Interviews were conducted in the classrooms, mostly after school hours, as it was more convenient for most participants except one, who invited me to her class during the break. When the break was over learners came inside and the interview recording device was put in pause mode. When all the learners settled down, the interview resumed, but there were noise disruptions although learners were busy doing a class activity as instructed by their teacher. The two schools where the interviews were conducted were surrounded by residential areas and slight noises could be sporadically heard but did not interfere much with the interview process. The noise is not audible in the recorded data.

Although both the schools are situated in poverty-stricken areas with violence and abuse, no incidents interfered with the interviews in terms of security. There were internal fear and

caution on one hand but on the other, there was calm because participants could see that the environment was calm by day.

While conducting interviews I also had a diary for field notes. Different points and events that form part of the data were written down. This includes the points that participants had forgotten and could only tell me after the interview.

6.4 Main outcomes from findings and discussions

The findings from the data collected revealed many aspects of teachers' freedoms, capabilities, and functioning in a low-income school community in the Western Cape. This section presents the main outcomes of the research.

Firstly, teachers' perceptions with regards to CAPS training reflect that the training was inadequate. There were inadequate arrangements and the training was claimed to be inefficient by the majority of the participants. There were suggestions that the training was much harder for new teachers who were just starting their new careers than experienced ones. Even the experienced teachers decided to adhere to their old methods or still used the old curriculum as that was the one they had mastered and understood better.

Secondly, the CAPS curriculum is viewed as a capitalist's curriculum by some participant teachers in a low-income school community of the Western Cape. They believe that CAPS is politically geared and it is aimed to produce certain work experiences.

Thirdly, CAPS is perceived to be a less accountable curriculum. The accountability part misses as regards CAPS implementation. This means that it has relaxed rules which are viewed as not being in the interest of learning and education in general. For instance, CAPS does not acknowledge learners who fail twice and allows learners to move to the next grade even if they do not deserve a promotion. This was perceived to be demotivating and discouraging. The end product of allowing unqualified learners to the next grade is thought to be negative, not only at school level but also in the workplace and tertiary institutions. In addition, due to the abolishment of corporal punishment, there are lots of discipline problems in low-income school communities. CAPS does not provide for appropriate or alternative appropriate punishment for learners who are ill-disciplined. Given the rigidity of CAPS, as it is perceived by the majority of participants, there is not enough time to teach and deal with discipline issues prevailing in low-income school communities. This means that teachers' freedoms and capabilities are being hindered in that teachers are not in a position to deliver

118

the valued pedagogy. In other words, it is perceived that teacher autonomy has been invaded by the rigid curriculum.

In addition, the study found that there is a need to provide accommodation on school premises. The hostels would save the majority of learners from the troubles they experience at home and in the community. It came to light that the school milieu and home environment are unfavorable learning places for learners in a low-income school community. In most homes, there is a lack of or no space for learners to do after school or homework activities. Even if there is space, the violence in homes and abuse from parents, relatives or caretakers pose as a hindrance to learners' progress; hence teachers' capabilities and functionings are interfered with. Instead of a teacher moving forward with what he/she values, he has to follow the prescribed sequencing and time, despite the obstacles he/she may face.

Moreover, there is the view that CAPS prescribes a teaching plan that takes precedence overassessment. Teachers believe that at the foundation phase, learners are bombarded with many activities. These activities are thought to be too many at this level. Suggestions have been made that they should be given room to play and interact with others and then do activities at their level. When they are kept too busy, real learning does not take place. This means that if the foundation is not strong, there is a danger of having learners who cannot read and write when they reach the intermediate and senior phase. It is suggested that learners learn the basics and what is important to them at the foundation phase and at any other level. For instance, there was a suggestion that pure maths should be phased out as it seems to be less important and does not really help learners to solve real problems in low-income school communities. Also, the building of technical or skill schools could be of great advantage for low-income school communities. It is thought that many learners have potential but mainstream schools do not interest them as they are faced with knowledge gaps created in previous grades or phases. The majority of teachers who participated in this study think that some learners would prefer to work with their hands rather than sit in a classroom where they need to concentrate and cannot move. This means that teachers' freedoms and functionings would be enhanced in one way or the other when he/she does not have to deal with learners who are not interested in studying.

Furthermore, language use in low-income school communities in the Western Cape is perceived to be challenging. Teachers from both primary and high schools who participated in this study alluded that language poses a barrier to learners. The primary school is more

119

dominated by Afrikaans speaking learners and their parents want them to learn in English, except when it is an Afrikaans lesson. The high school is dominated by black students and mild Afrikaans learners and they learn in English as a medium of instructions. The use of English medium poses as a stumbling block as the majority of learners could understand what they learn by preferably using their mother tongue. This makes teachers' functioning difficult as not all the learners lack the ability to learn but the language issue becomes a gap that still needs to be closed. It can be said that teachers' capabilities, functionings, and freedoms should be enhanced for smooth CAPS implementation.

Furthermore, the lack of human and material resources is revealed in this research on low-income school communities in the Western Cape. For instance, both schools do not have enough teachers and sometimes the principal conducts interviews and employs a teacher but at the end of the day the teacher will just give up for any excuse. There is no librarian or social worker. There is also no library or technology. This means that teacher capabilities are hindered and most of the time teachers do not have options. They just use what is available but they can see discrepancies which are out of their control. It is suggested that the Department of Education enhance teachers' capabilities in low-income school communities by recruiting teachers and sending them to schools, facilitating the availability of libraries, employing librarians, and employing a social worker to improve teacher functionings.

In general, the study indicates that CAPS success in low-income school communities does not depend on teachers 'capabilities only. There are other prerequisite factors to be considered such as economic and social transformation, the pragmatism of education systems as well as emancipation of communities.

6.5 Recommendations and future research

Firstly, curriculum reform and implementation is a critical issue that should aim at supporting the development of poverty-alleviation strategies through increased opportunity structures and family empowerment. This would require the government to eradicate poverty and its involvement in education. The findings suggest the need to accommodate both teachers and learners within school buildings or hostels so as to enable teachers and learners to have more contact and self-study time. This would be one of the effective means of alleviating the influence of a community that is hostile and prone to violence and drugs which contribute to teacher unfreedoms in implementing the CAPS curriculum at large, particularly in low-

120

income school communities. The government should also attend to the issue of overcrowded classrooms by ensuring that a reasonable number of learners form a class so as to ease teachers' class control; which implies the erection of new classrooms and the allocation of an ad hoc budget. Further research needs to be done concerning the feasibility of building hostels for learners and teachers to facilitate better curriculum delivery.

Secondly, the South African DoE needs to devise or adopt a curriculum that caters to school contexts, that promotes social justice and considers low-income school community needs in particular. There is also a need to keep the youth from being further disadvantaged by the push-me-over policy by introducing flexible learning programs to the curriculum which may open doors to a better life in low-income school communities. The DoE should ensure the regular conduct of well-packaged in-service training to properly introduce teachers to a new curriculum as well as workshops for updating, development, and empowerment in terms of curriculum knowledge and content.

Thirdly, provision of free or subsidized transport from home to school for learners and teachers may be a possible solution to teachers and learners' absenteeism, among other factors, and would help keep up with time and achieve goals planned for the day for all learners and CAPS implementation in general.

Fourthly, the DoE should provide alternatives for corporal punishment, especially for learners in low-income communities whose discipline requires more than just words to be kept within acceptable norms. The alternatives should be realistic to the context and should help teachers' functionings and may enhance teachers' capabilities in implementing CAPS in turn.

The blame of negligence surrounding the lack of a comprehensive policy that caters for low-income communities' diverse needs is inevitable and the government of South Africa, therefore, needs to adjust the CAPS curriculum to suit all its school contexts. Whatever adjustments are made, they should be feasible both in theory and practice as currently, CAPS is comprehensive in theory but practically weak in low-income school communities in the Western Cape.

REFERENCES

Alexander, J. M. (2008). *Capabilities and social justice: The political philosophy of Amartya Sen and Martha Nussbaum*. Ashgate Publishing, Ltd.

Akinsola, M. K. (2009).Comparison of Prospective and Practicing Teachers' Mathematics Efficacy Beliefs Regarding Mathematics Teaching and Classroom Management. *Beliefs and Attitudes in Mathematics Education: New Research Results. Sense Publishers, Holland*, 135-148.

Asselin, M.(2001). Home-school connections. *Teacher Librarian*, 28(4), 59-61.

Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research, 1*(3), 385-405.

Babbie, E. (1998). *The Practice of Social Research*. USA: Wordsworth.

Babbie, E. (2002). *The Basics of Social Research*.York: Oxford University Press.

Babbie, E. (2007). *The Practice of Social Research*: *Qualitative Studies*. USA: Thomson Wadsworth.

Ball, D. L., Hill, H. C., & Bass, H. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *The Quarterly Journal of the American Federation of Teachers,* 29(1),14-46

Barley, Z. A., & Beesley, A. D. (2007). Rural school success: What can we learn. *Journal of Research in Rural Education*, *22*(1), 1-16.

Beckman, JL. (1994). The abused black child: a socio-educational perspective. In: Le Roux J (ed.).Pretoria: Van Schaik Publishers.

Bernstein, B. (2004). Social class and pedagogic practice. *The Routledge Falmer Reader in Sociology of Education*, 24,196-217.

Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America* (Vol. 57). New York: Basic Books.

Carrim, N. (2011). Modes of participation and conceptions of children in South African education. *Perspectives in Education*, *29*(1), 74-82.

Carrim, N. (2015). Critical agency in the post-apartheid education system. *Journal of Education*, (61), 7-30.

Catholic Institute of Education, CIE. (2010) .Submission on the national curriculum and assessment policy statements for all subjects listed in the national curriculum statement grade R-12. (no. 784 of 2010).

Chisholm, L. (2005). The politics of curriculum review and revision in South Africa in a regional context. *A Journal of Comparative and International Education*, *35*(1), 79-100.

Chisholm. L, (2007). Monitoring children's rights to education. In: A Dawes, R Bray & A van der Merwe (eds). Monitoring child well-being: A South African rights-based approach. Cape Town: HSRC Press.

Chisholm. L. (2004).*The quality of primary education in South Africa*. Background Paper Prepared for UNESCO Education for All Global Monitoring Report. Online website: www.http://unesdoc.unesco.org [October 2012].

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and teacher education*, 18(8), 947-967.

Clark, D. A. (2005). Sen's Capability Approach and the Many Spaces of Human Well-Being., *Journal of Development Studies*, 41(8), 1339-1368.

Cohen, D. & Ball, D. (1999). Instruction, capacity, and improvement. Cape Town: HSRC Press.

Clark, D. A. (2005). The capability approach: Its development, critiques and recent advances. *Global Poverty Research Group, 3*

Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Connell, R (1994). Poverty and education. *Harvard Educational Review*, 64(2): 125-150.

Creswell, J. W. (2013).U*nderstanding research: A consumer's guide*. Pearson Higher Ed.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*,8(1), 205-213

De Oliveira, D. K. (2008). The effectiveness of the implementation of the Revised National Curriculum Statement (RNCS) in Public Primary Schools in the Ekurhuleni-West District. M. Ed. University of Johannesburg (Schensul and Lecompte, 2013).

De Witt, M. W. (2009). Emergent literacy: why should we be concerned? *Early Child Development and Care*, 179(5), 619-629.

deClercq, F & Shalem,Y.(2014). Teachers' knowledge and professional development. In: F, Maringe. and M, Prew (Eds.), *Twenty Years of Education Transformation in Gauteng 1994 to 2014*, pp. 290-313.African Minds: Cape Town.

Department of Basic Education. (2014). *Report on the Annual National Assessment of 2014 Grades 1 to 6 & 9*. Pretoria: Department of Basic Education

Department of Basic Education (2010). General education system quality assessment: country report. Pretoria South Africa.

Department of Basic Education. (2010a).Curriculum News. *Improving the quality of learning and teaching*. Pretoria.

Department of Basic Education,(2010b).*Government Gazette*, volume 785, (NO),33528. Pretoria: Government Printers

Department of Education. (2005) .*Education statistics in South Africa at a glance.* Pretoria

Department of Education. Government Gazette. (2004). *White Paper on e-Education: Transforming Learning and Teaching Through Information and Communication Technologies (ICTs).* Pretoria

DeWitt, J. and Hohenstein, J. (2010), School trips and classroom lessons: An investigation into teacher-student talk in two settings. *J. Res. Sci. Teach.,*47:454-473.

Earley, P., Collarbone, P., Evans, J., Gold, A. & Halpin, D. (2002). *Establishing the current state of school leadership in England* (151). Stationery Office.

English, E., Hargreaves, L., & Hislam, J. (2002). Pedagogical dilemmas in the National Literacy Strategy: primary teachers' perceptions, reflections, and classroom behavior. *Cambridge Journal of Education*, 32(1), 9-26.

Fang, Z.(1996). A review of research on teacher beliefs and practices. *Educational research*, *38*(1), 47-65.

Fleisch, B. (2008). *Primary education in crisis: Why South African schoolchildren underachieve in reading and mathematics*. Juta and Company Ltd.

Fataar, A. (2001).Engaging the narrowing education policy trajectory in South Africa. *Southern African Review of Education*.5(2),22-32.

Flick, U. (2009). *.An Introduction to Qualitative Research*. Sage Publications: Washington DC.

Fraser, W. J., Killen, R., & Nieman, M. M. (2015). Issues in competence and pre-service teacher education. Part 2: the assessment of teaching practice. *South African Journal of Higher Education*, 19(2), 246-259.

Gardiner, M. (2003). Teacher appraisal: a tale in two parts, *Quarterly Review of Education and Training in South Africa*, 10(4),27-29.

Gay, G. (2000). *Culturally Responsive Teaching*. New York: Teachers College.

Gee, J. P. (2004). *Situated language and learning: a critique of traditional schooling*. New York: Routledge.

Golafshani, N. (2003). Understanding reliability and validity of qualitative research. *The Qualitative Report*, *8*(4), 597-606.

Guskey, T.R. (1994), Professional development in education: In search of the optimal mix. Proceedings of the annual meeting of the American Education Research Association, 4-8 April 1994, New Orleans.

Hargreaves, A. (2002). Teaching and betrayal. *Teachers and teaching*, *8*(3), 393-407.

Harley, K., & Wedekind, V. (2004). Political change, curriculum change, and social formation, 1990 to 2002. *Changing class: Education and social change in post-apartheid South Africa*, 195-220.

Halstead, M., & Taylor, M. J. (2005). *Values in education and education in values*. Routledge

Hill, H. C., Ball, D. L., & Schilling, S. G. (2004). Developing measures of teachers' mathematics knowledge for teaching. *Elementary School Journal,* 105(1), 11-30.

Hlalele, D. (2012). Social justice and rural education in South Africa. *Perspectives in Education*, 30(1), 111-118.

Hoadley, U. (2012). What do we know about teaching and learning in South African primary schools?. *Education as Change*, 16(2), 187-202.

Horsford, S. D. (2009). From Negro student to Black superintendent: Counter-narratives on segregation and desegregation. *The Journal of Negro Education*, 29(22), 172-187.

Horsford, S. D. (Ed.). (2010). *New perspectives in educational leadership: Exploring social, political, and community contexts and meaning* (Vol. 1). Peter Lang.

Hunt-Barron, S., Tracy, K. N., Howell, E., & Kaminski, R. (2015). Obstacles to enhancing professional development with digital tools in rural landscapes. *Journal of Research in Rural Education (Online)*, *30*(2), 1-6

Jansen, J. (2001). Explaining non-change in education reform after apartheid: Political symbolism and the problem of policy implementation. *Implementing education policies: the South African experience*, 271-292.

Jansen, J. (2001a). Image-ing teachers: Policy images and teacher identity in South African Classrooms. *South African Journal of Education*, 21 (4), 242-246.

Jansen, J. D. (2005). Targeting education: The politics of performance and the prospects of 'Education for All'. *International Journal of Educational Development*, *25*(4), 368-380.

Jansen, J. D. (2005). Targeting education: The politics of performance and the prospects of Education for All. *International Journal of Educational Development*, *25*(4), 368-380.

Lacour, M., & Tissington, L. D. (2011). Educational research and reviews. *Academic Journals*,*6*(7), 522-527.

Ladson-Billings, G. (2006). From Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Education Researcher*, 35 (7), 3-12.

Lemmer, E. M. & Manyike, T.V. (2012). Far from the city lights: English Reading performance of ESL learners in different types of rural schools. *Per Linguam*, 28(1): 16-35.

Lovelyn, A E. (2004). The importance of language education in national development.*International Journal of Emotional Psychology and Sports Ethics*, 6(2), 87–90.

Maekelech, G. (2002). Preparing more and better teachers: A new vision of teacher development in Ethiopia. *In Annual Meeting of the Comparative and International Education Society Orlando, FL. (March 6-9, 2002)*.

Maposa, C. and Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30(2), 387-399.

Maringe, F. (2014). Twenty years of curriculum development in Gauteng: Successes and challenges. In: F, Maringe.and M, Prew (Eds), *Twenty years of Education Transformation in Gauteng 1994 to 2014*, pp .39-60.African Minds: Cape Town.

Marsh, C. and Willis, G. (1995). Curriculum Alternative Approaches, Ongoing Issues. New Jersey: Merrill.

Mata, L. (2012). *Key Factors of Curriculum Innovation in Language Teacher Education*.World Academy of Science, Engineering, and Technology. 66: (512-520). Available at: http://www.waset.org/journals/waset/v66/v66-95.pdf (accessed 13 January 2013).

Maxwell, J.(2005).Qualitative Research Design, An Interactive Approach. SAGE Publications: London.

McMillan, J. H. & Schumacher, S. (1993). *Research in Education: A Conceptual Understanding*. New York: Harper Collins.

McMillan, J.H. & Schumacher, S. (2006). *Research in education: evidence-based inquiry*, 6th Ed. New York: Allyn and Bacon.

Mestry, R., & Ndlovu, R. (2014). The implications of the National Norms and Standards for School Funding policy on equity in South African public schools. *South African Journal of Education*, *34*(3), 01-11.

Meerah, T. S. M., Halim, L., Rahman, S., Abdullah, R. T., Harun, H., Hassan, A., & Ismail, A. (2010). Teaching marginalized children primary science teachers professional development through collaborative action research. *Cypriot Journal of Educational Sciences*, *5*(1), 26-38.

Minister of Basic Education, Ms. AngieMotshekga on 26-2 2013 report. Available at http://www.news24.com/SouthAfrica/News/SA-teachers-set-absentee-record-20130226

Mitchell, C., De Lange, N., & Thuy, N. T. X. (2008). Let's not leave this problem: exploring inclusive education in rural South Africa.*Prospects*,38(1), 99-112.

Mohangi. K., Krog, S., Stephens, O & Nel, N.(2016) Contextual challenges in early literacy teaching and learning in grade R rural schools in South Africa. *Per Linguam,* 32(1),71-87.

Morgan, N. G. E. (2005). The New Curriculum and Teacher Performance. M. Ed. The University of Johannesburg.

Mtika, P. (2011). Trainee teachers' experiences of teaching practicum: Issues, challenges, and new possibilities. *Africa Education Review*, 8(3), 551-567.

Mouton, N.; Louw, G.P. and Strydom, G . L, (2012) A Historical Analysis of The Post-Apartheid Dispensation Education In South Africa (1994-2011) International Business & Economics Research Journal,11(11): 1-12

NEEDU (National Education Evaluation & Development Unit). (2013). *National Report 2012: The State of Literacy Teaching and Learning in the Foundation Phase.* [Retrieved 5 August 2014] http://www.education.gov.za/LinkClick.aspx?fileticket=rnEmFMiZKU8%3d&tabid=86o&mid=2407.

Ngware M. W., Oketch M., Mutisya M., Abuya B. (2010). Classroom observation study: A report on the quality of learning in primary schools. Nairobi, Kenya: APHRC.

Nkambule, T, RJ Balfour, G Pillay & R Moletsane. (2011). Rurality and rural education: Discourses underpinning rurality and rural education research in South African postgraduate education research 1994–2004. *South African Journal of Higher Education*, 25(2): 341-357.

Nongxa, L. (2010, 1st August). Tertiary institutions ignore primary lessons at their peril. *Sunday Times*, p. 2-4.

Novak, J. D. (2010). Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations. Routledge

November, I., Alexander, G. & van Wyk, M.M. (2010). Do principal-educators have the ability to transform schools?: A South African perspective. *Teaching and Teacher Education*, (26),786-795.

Nussbaum, M.C. (2006). *Women and Human Development: The Capability Approach*., United Kingdom: Cambridge University Press.

Nussbaum, M.C. (2000). *Women and Human Development: The Capability Approach*. , United Kingdom: Cambridge University Press.

Nussbaum, M. C. (2011). *Creating capabilities: The human development approach* Harvard University Press

O'dwyer, L. M., Carey, R., & Kleiman, G. (2007). Impact evaluation of education interventions: experiences and lessons from a reading to learn intervention in East Africa. *International Journal of Research & Method in Education*, *26*(4), 22-30.

Oketch, M., Ngware, M., Mutisya, M., Kassahun, A., Abuya, B., & Musyoka, P. (2014). When to randomize: Lessons from independent impact evaluation of reading to learn (RTL) programme to improve literacy and numeracy in Kenya and Uganda. *Peabody Journal of Education*, *89*(1), 17-42.

Oxford Advanced Learner's Dictionary (2010) 3rd edition: International Students' Edition: Oxford University Press.

Peat, E.M. (2009). Rural educators' implementation of the National Curriculum Statement Arts and Culture Learning Area: Educators'narratives. Dissertation. - M.ED. Natal: University of KwaZulu-Natal.

Phasha, T., Bipath, K., & Beckmann, J. (2016). Teachers' experiences regarding continuous professional development and the curriculum assessment policy statement. *International Journal of Educational Sciences*, *14*(1-2), 69-78.

Pillay, P. (Ed.). (2010). *Higher education financing in East and Southern Africa*. African Minds.

Pounder, D. G., Galvin, P., & Shepherd, P. (2003). An analysis of the United States educational administrator shortage. *Australian Journal of Education*, *47*(2), 133-145.

Prinsloo, E . (2005.).Socio-economic barriers to learning in contemporary society. In: Landsberg E (ed.). Addressing barriers to learning: A South African perspective. Pretoria: Van Schaik Publishers.

Richardson, V. (2003). Preservice teachers' beliefs. *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education*, *6*, 1-22.

Robeyns, I. (2006b).The Capability Approach in Practice**:** *The Journal of Political Philosophy:* 14(3), 351-376.

Robeyns, I. (2005). Selecting Capabilities for Quality of Life Measurement. *Social Research*, 74 (1), 191-215.

Robeyns, I. (2006a).Three Models of Education Rights, Capabilities and Human Capital.*Theory Research in Education*, 4 (1), 69-84.

Robeyns, I. (2006b). The capability approach in practice. *The Journal of Political Philosophy*, 14 (3), 351-376. Online website: http://onlinelibrary.wiley.com [20 April 2015].

Robeyns, I, (2005) The Capability Approach: A theoretical survey. *The Journal of Human Development*, 6(1),1-22

Rowland, T. & Turner, R. (2008), *How shall we talk about subject knowledge for mathematics teaching?* Paper presented in the proceedings of the British Society for Research into Learning Mathematics 28(2), Cambridge University, June 2008 (pp. 91-96).

Sen, A. K. (1985a). Well-being, Agency and Freedom: the Dewey Lectures, *Journal of Philosophy*, 82(4), 169- 221.

Sen, A. K. (1985b). *Commodities and Capabilities*. The Netherlands: Elsevier Science Publishers B.V.

Sen, A .& Nussbaum, M.C. (1993). *The Quality of Life*. New York: Oxford University Press.

Sen, A. K. (1989). Development as Capability Expansion. *Journal of Development Planning*. Online website: http://tek.bk.hu/korok/sen/docs/development.pdf [27 August 2015].

Sen, A. K. (1992). *Inequality Re-examined*. New York: Clarendon Press.

Sen, A.K. (1999). *Developments as Freedom*. Great Britain: Oxford University Press.

Sen, A. K. (2005). Human rights and capabilities. *Journal of human development*, *6*(2), 151-166.

Sen, A.K. (1993). Capability and well-being. *The Quality of Life, 7(3), 453-461*.

Shah, J., & Inamullah, M. (2012). The impact of overcrowded classrooms on the academic performance of the students at secondary level. *International Journal of Research in Commerce, Economics and Management*, *2*(6), 17-21.

Singh, P. & Mbokodi, S.M. (2004). Black Parental involvement in education.*South African Journal of Education,* 24 (4), 301-307.

Smith, M. C. (2011). Which in-and out-of-school factors explain variations in learning across different socio-economic groups? Findings from South Africa.*Comparative Education*, *47*(1), 79-102.

Sithole, B. (2009). *Investigating teachers' understandings of the principles and values of the Revised National Curriculum Statement (RNCS)*: a case study of two township schools in Gauteng, Pretoria. HRSC.

So, W. W., & Watkins, D. A. (2005). From beginning teacher education to professional teaching: A study of the thinking of Hong Kong primary science teachers. *Teaching and Teacher Education*, 21(5), 525-541.

South African Press Association (SAPA). (2012, February 29). Fewer SA schools: a survey.*The Citizen*. Retrieved from http://citizen.co.za/citizen/content/local-news

Spaull, N. (2012). *Poverty and Privilege: Primary school inequality in South Africa*. University of Stellenbosch Working Paper Series*No.*WP13/2012. Online website: www.elsevier.com [19 April 2013].

Spaull, N. (2013). South Africa's education crisis. *Centre for Development and Enterprise. Johannesburg*, 6(2), 113-122. Doi: 10.1177/1477878506060683. Online website: http://tre.sagepub.com [20 June 2016]. 269

Stoffels, N. T. (2004). *Why teachers do what they do*. The University of Pretoria. South Africa. Available at: http://www.aare.edu.au/04pap/sto04290.pdf (Accessed 20 October 2011).

Swart, E., Engelbrecht, P., & Eloff, I. (2001). Teachers attitudes towards and experiences in implementing inclusive education in South Africa.

Taylor, N. & Vinjevold, P. (1999).*Getting learning right*, Wits: JET.

Taylor, N. (2009). The state of South African schools Part 1: Time and the regulation of consciousness. *Journal of Education*, 46, 9-32. Online website: http://www.eranet.co.za [30 August 2015].

Themane, M. J. & Mabasa, L.T. (2002). Breakdown in the system of learner support materials supply in Northern Province, South Africa. *South African Journal of Education*. 22(4), 275 – 281.

Themane, M. J. & Mamabolo, J. M. (2011). *Diversity as a Curricular Challenge in South AfricanSchools*.Availableat:www.saqa.org.za/docs/events/2011/rpl_conf/posters/themane.pd. (Accessed on 15 May 2016).

Todd, A. and Mason, M. (2005) Enhancing learning in South African schools: strategies beyond outcomes-based education. *International Journal of Educational Development,* 25(3)**,** 221-235

Trochim, W.M.K.(2006).The Qualitative Debate. Research Methods Knowledge Base. Available at http://www.social research methods.net/kb/design.php (Accessed 30 April 2012).

UNESCO (2005) *Education For All (EF), A global monitoring report 2005: Education for All, the quality imperative,* Paris, France

UNESCO Institute for Statistics (2006) *Teachers and educational quality: monitoring global needs for 2015*.Montreal, Canada.

Van der Berg, S. (2008). How effective are poor schools? Poverty and educational outcomes in South Africa.*Studies in Educational Evaluation*, *34*(3), 145-154.

Van der Nest, A. (2012). *Teacher mentorship as professional development: experiences of Mpumalanga primary school natural science teachers as mentees*. (Doctoral dissertation).

Vaughan, R.(2007). Freedom through education: measuring capabilities in girls'schooling. In: M Walker and E Unterhalter (eds) *AmartyaSen's Capability Approach and Social Justice in Education*, pp. 109–30. New York: Palgrave Macmillan.

Velsor, P., & Orozco, G. (2007). Involving low-income parents in the schools: Community-centric strategies for school counselors. *Professional School Counseling*, 11(1), 17-24.

Villegas-Reimers, E.(2003). *Teacher professional development: an international review of the literature*. Paris: UNESCO International Institute for Educational Planning.

Watkins, L. & Wallace, S. (2012). *Qualitative Research in Education*. London: Sage Publications.

Welch, T. (2012). Teacher Development: What works and how can we learn from this and maximize the benefits? Presentation at the Teachers' Upfront meeting. Wits School of Education. February 2012.

White, C. J. (2002.) *Research Methods and Techniques*. New York: Harper Collins College.

Winch, C. (2010). *Dimensions of expertise: A conceptual exploration of vocational knowledge*. Bloomsbury Publishing.

Yelland, N., & Masters, J. (2007). Rethinking scaffolding in the information age. *Computers & Education*, *48*(3), 362-382.

Yin, R. K.(2015). *Qualitative research from Start to Finish*. Guilford Publications.

Young, M. and Muller, J. (2010). Three educational scenarios for the future: lessons from the sociology of knowledge. *European Journal of Education* 5(1)1: 11-27.

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. *American Psychologist*, *67*(4), 272.

Zhang, Y. (2006). Urban-rural literacy gaps in Sub-Saharan Africa: The roles of socioeconomic status and school quality. *Comparative Education Review*, *50*(4), 581-602.

Zhihui, F. (1996). A review of research on teachers' beliefs and practices. *Educational Research,* 38, 47-65.

Zulu B.M, U. G, van der Merwe, A .& Van der Walt, J.L. (2004). Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education*, 24,170-175.
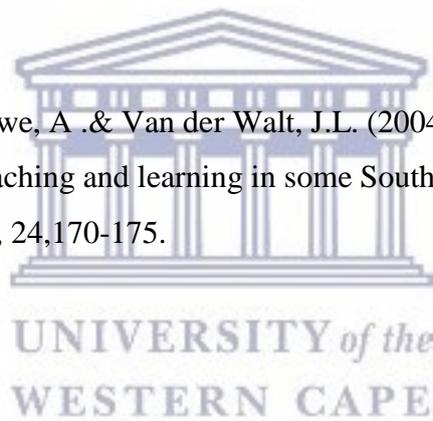
APPENDICES

APPENDIX A: PERMISSION REQUEST TO THE WCED

Mercy Kileo

204 Montana Building

249 Voortrekker Rd,

Parow, 7500

1st December 2015

The Research Director

Western Cape Education Department

Dear Sir/ Madam,

RE: PERMISSION TO CONDUCT RESEARCH ON A CAPABILITIES ANALYSIS OF TEACHERS' PERCEPTIONS OF CAPS IN A CAPE TOWN LOW-INCOME SCHOOL COMMUNITY IN THE WESTERN CAPE PROVINCE

My name is Mercy Kansari Kileo, a Masters' student in the Educational Studies Department of the Faculty of Education at the University of the Western Cape. I am currently conducting a research on "**A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province**". I would, therefore, like to request a permission to engage and interact with teachers, head of departments and principal in relevant schools in the process of data collection for my research.

This research will contribute towards understanding the how teachers feel and what they think about implementing CAPS policy which in turn, may necessitate the policymakers to devise the appropriate measures in enabling teachers' freedoms. This will then help teachers realize their educational goals to the fullest when it comes to teaching learners. It will also add literature concerning the plan of study programmes and improve teaching as well as learning. The interaction with teachers, Head of Departments and principals will be by consent and also voluntary based to ensure time management is adhered to and is not affecting the teaching and learning. Confidentiality and anonymous identity will be part of the process of gathering data. You will be welcome to contact my supervisor Prof. Rouaan Maarman should you wish to find out more about this research.

Yours Sincerely,

Researcher: Mrs. Mercy Kansari Kileo   Supervisor: Prof. Rouaan Maarman

Cell: 0840478920   Tel: 021-9592246

Email: 2661155@myuwc.ac.za   Email:rmaarman@uwc.ac.za

APPENDIX B: APPROVAL LETTER FROM THE WCED

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20160510-172

ENQUIRIES: Dr. A T Wyngaard

Mrs. Mercy Kileo

A 204 Montana Building

249 Voortrekker Road

Parow

7500

Dear Mrs. Mercy Kileo

Research Proposal: A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators, and learners are under no obligation to assist you in your investigation.

2. Principals, educators, learners, and schools should not be identifiable in any way from the results of the investigation.

3. You make all the arrangements concerning your investigation.

4. Educators' programmes are not to be interrupted.

5. The Study is to be conducted from **05 May 2016 till 30 September 2016**

6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).

7. Should you wish to extend the period of your survey, please contact Dr. A.T Wyngaard at the contact numbers above quoting the reference number?

8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.

9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.

136

10.   A brief summary of the content, findings, and recommendations is provided to the Director: Research Services.

11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

Western Cape Education Department

Private Bag X9114

CAPE TOWN

8000

We wish you success in your research.

Kind regards.

Signed: Dr. Audrey T Wyngaard

Directorate: Research

APPENDIX C: INFORMATION LETTER

Dear Madam,

RE: PERMISSION TO CONDUCT RESEARCH ON A CAPABILITIES ANALYSIS OF TEACHERS' PERCEPTIONS OF CAPS IN A CAPE TOWN LOW-INCOME SCHOOL COMMUNITY IN THE WESTERN CAPE PROVINCE

My name is Mercy Kansari Kileo, a Masters' student in the Educational Studies Department of the Faculty of Education at the University of the Western Cape. I am currently conducting a research on "**A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province**". I would, therefore, like to request a permission to engage and interact with teachers, head of departments and principal in relevant schools in the process of data collection for my research.

This research will contribute towards understanding the how teachers feel and what they think about implementing CAPS policy which in turn, may necessitate the policymakers to devise the appropriate measures in enabling teachers' freedoms. This will then help teachers realize their educational goals to the fullest when it comes to teaching learners. It will also add literature concerning the plan of study programmes and improve teaching as well as learning.

The interaction with teachers, Head of Departments and principals will be by consent and also voluntary based to ensure time management is adhered to and is not affecting the teaching and learning. Confidentiality and anonymous identity will be part of the process of gathering data.

You will be welcome to contact my supervisor Prof..Rouaan Maarman should you wish to find out more about this research.

Yours Sincerely,

Researcher: Mrs. Mercy Kansari Kileo   Supervisor: Prof. Rouaan Maarman

Cell: 0840478920   Tel: 021-9592246

Email: 2661155@myuwc.ac.za   Email:rmaarman@uwc.ac.za

APPENDIX D: REQUEST FOR PERMISSION TO THE HODs

Mercy Kileo

A204 Montana Building,

No249 VRD, Parow

7500

The head of the department

X primary school

Dear ---

RE: Permission to participate in research

I am Mercy Kansari Kileo, a Masters' student in the Educational Studies Department of the Faculty of Education at the University of the Western Cape. I am currently conducting a research on ''**A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province**''.

I would, therefore, like to request a permission to engage and interact with you in the process of data collection for my research.

This research will contribute towards understanding the how teachers feel and what they think about implementing CAPS policy which in turn, may necessitate the policymakers to devise the appropriate measures in enabling teachers' freedoms. This will then help teachers realize their educational goals to the fullest when it comes to teaching learners. It will also add literature concerning the plan of study programmes and improve teaching as well as learning.

I would like to request your participation in this study as a head of the department through interviews and questionnaires in order to explore teachers' perception in the teaching of CAPS. This will be done after your consent is sought. The participation in the research will be voluntary based to ensure time management is adhered to and is not affecting teaching and learning. Confidentiality and anonymity identity will be maintained in a process of gathering data.

You will be welcome to contact my supervisor Prof..Rouaan Maarman should you wish to find out more about this research.

Yours Sincerely,

Researcher: Mrs. Mercy Kansari Kileo   Supervisor: Prof.Rouaan Maarman

Cell: 0840478920   Tel: 021-9592246

Email: 2661155@myuwc.ac.za   Email:rmaarman@uwc.ac.za

APPENDIX E: PERMISSION REQUEST TO THE PRINCIPAL

Mercy Kileo

A204 Montana Buidling

No249 VRD, Parow

7500

The principal X primary school

X primary school

Dear ………..

RE: Permission to conduct research in your school.

I am Mercy Kansari Kileo, a Masters' student in the Educational Studies Department of the Faculty of Education at the University of the Western Cape. I am currently conducting a research on "**A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province."**

I would, therefore, like to request a permission to engage and interact with teachers in relevant schools in the process of data collection for my research.

This research will contribute towards understanding the how teachers feel and what they think about implementing CAPS policy which in turn, may necessitate the policymakers to devise the appropriate measures in enabling teachers' freedoms. This will then help teachers realize their educational goals to the fullest when it comes to teaching learners. It will also add literature concerning the plan of study programmes and improve teaching as well as learning.

I would like to ask permission from you as a Principal to interaction with teachers, Head of Departments and principal through interviews and questionnaires in order to explore their perception in the teaching of CAPS. This will be done after their consent is sought. The participation in the research will be voluntary based to ensure time management is adhered to and is not affecting teaching and learning. Confidentiality and anonymous identity will be part of the process of gathering data.

You will be welcome to contact my supervisor Prof. RuaanMaarman should you wish to find out more about this research.

Yours Sincerely,

Researcher: Mrs. Mercy Kansari Kileo	Supervisor: Prof. RuaanMaarman
Cell: 0740478920	Tel: 021-9592246
Email: 2661155@myuwc.ac.za	Email:rmaarman@uwc.ac.za

140

APPENDIX F: PERMISSION REQUEST TO TEACHERS

<div align="right">

Mercy Kileo

A204 Montana Building

No249, VRD, Parow

7500

</div>

Teacher X

X primary school

Dear ---

RE: Permission to conduct research in your school

My name is Mercy Kansari Kileo, a Masters' student in the Educational Studies Department of the Faculty of Education at the University of the Western Cape. I am currently conducting a research on "**A Capabilities analysis of teachers' perceptions of CAPS in a Cape Town low-income school community in the Western Cape Province**".

I would, therefore, like to request a permission to engage and interact with you in the process of data collection for my research.

This research will contribute towards understanding the how teachers feel and what they think about implementing CAPS policy which in turn, may necessitate the policymakers to devise the appropriate measures in enabling teachers' freedoms. This will then help teachers realize their educational goals to the fullest when it comes to teaching learners. It will also add literature concerning the plan of study programmes and improve teaching as well as learning.

I would like to request your participation as a teacher through interviews and questionnaires in order to explore teachers' perception in the teaching of CAPS. This will be done after your consent is sought. The participation in the research will be voluntary based to ensure time management is adhered to and is not affecting teaching and learning. Confidentiality and anonymous identity will be part of the process of gathering data.

You will be welcome to contact my supervisor Prof. Rouaan Maarman should you wish to find out more about this research.

Yours Sincerely,

Researcher: Mrs. Mercy Kansari Kileo   Supervisor: Prof. Rouaan Maarman

Cell: 0840478920   Tel: 021-9592246

Email: 2661155@myuwc.ac.za   Email:rmaarman@uwc.ac.za