

**THE EFFECTS OF SCHOOL INFRASTRUCTURE ON CURRICULUM POLICY
IMPLEMENTATION: A CASE OF MANKWENG CIRCUIT**

By

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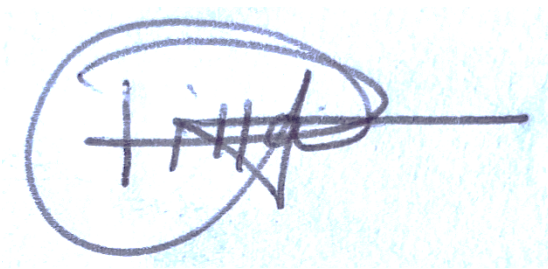
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DECLARATION

I, Pillay Rosinah Modikoa, hereby declare that the dissertation under the title: THE EFFECTS OF SCHOOL INFRASTRUCTURE ON CURRICULUM POLICY IMPLEMENTATION: A CASE OF MANKWENG CIRCUIT, submitted to the University of Limpopo, for Master of Administration is my own work, that it has not been submitted for any degree or examination at any other institution of higher learning and that all primary and secondary sources have, to the best of my knowledge, been acknowledged by complete references.



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15 November 2022

DEDICATIONS

I dedicate this work to God Almighty, the Creator of heaven and earth and the ultimate source of knowledge and wisdom.

Cathrine and London Pillay, my beloved mother and father, who encouraged, motivated and supported me to work hard and persevere.

Second, I dedicate this work to my daughter, Amogelang Dimpho, who has kept me on my toes and given me the strength to push harder in the face of adversity.

Finally, I dedicate this work to my siblings, Billy, Edith, Lechmee, Philliemon, and Katlego whose love kept me going.

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ABSTRACT

Post 1994, the democratic government was tasked with correcting the social and educational injustices prompted by the apartheid regime's colonial system. One of the most crucial aspects was the transformation of the educational system, particularly the curriculum content. However, given that the school's infrastructure was out of date with the status quo, this seemed like a daunting task in recent years. In the sense that it facilitates effective teaching and learning, school infrastructure is critical in the implementation of curriculum policies. Nonetheless, despite the government's efforts to improve school infrastructure, many schools continue to lack access to adequate basic school facilities. This study looked into the effects of school infrastructure on curriculum policy implementation. The qualitative research method was used to successfully respond to the study's objectives. Through a purposive sampling strategy, the research study also used a semi-structured interview questionnaire to elicit the respondents' in-depth opinions and knowledge. Also, thematic qualitative analysis was used to derive the study's findings and, as a result, make conclusions and recommendations. According to the findings, there is a severe lack of infrastructure in schools, which has an impact on teaching and learning. Furthermore, the findings revealed that curriculum policy implementation is slow as a result of inadequate infrastructure, a lack of stakeholder involvement, and uninformed teachers. It is recommended that the Department of Basic Education establish networks and partnerships with the private sector, the broader community and non-governmental organisations in order to generate funds for school infrastructure development.

Keywords: *Curriculum, curriculum policy implementation, school infrastructure & public schools.*

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. Introduction & Background

Curriculum and learning across the world are influenced by school infrastructure. The fundamental aim of education is to empower a country's citizenry with the skills and knowledge they need to succeed and compete globally (Liu & Wilkinson, 2014). School assets are vital in the development and promotion of education as well as achieving educational objectives. Alavi (2021) purports that there are models for solving challenges and barriers regarding the implementation and development of schools, but still, the challenge of infrastructure is considered the most fundamental challenge in the development of schools. Hurst and Reeves (2004:12) agree that "the provision of school infrastructure and services usually includes a large operational component, different groups of stakeholders, and relatively simple design and technical requirements."

Globally, governments and societies are striving to improve the curriculum so that all learners and young people can attend school and adopt the knowledge and skills they need to lead a sustainable life. (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019). In 2014, England took the initiative to introduce a new curriculum, which required all the schools to adapt to the new curriculum. The aim of the new curriculum is to be more content-rich to ensure that learners receive a process-based curriculum to develop their skills (Greany & Waterhouse, 2016). Therefore, Kitzmiller and Rodriguez (2021) state that large quality disparities in school buildings during and after COVID-19 need to be addressed. Studies show that a lack of investment in historic capital and maintenance of school facilities has led to unhealthy school buildings nationwide. The state is responsible for providing access to proper infrastructure and quality curriculum content.

Developing countries such as Kenya have introduced new national curriculum and policies to respond to the national development agenda. Despite government efforts, teachers still run into problems implementing the new curriculum. According to Syomwene (2013), in Kenya, there are still schools that do not have access to

laboratories, classrooms, or desks. With the implementation of free primary education programs, the problem of inadequate facilities is widespread in Kenya. This issue opposes the realisation of "Education for All" (EFA) and, therefore, the implementation of a more innovative curriculum. Akala (2021) emphasises that, despite all these challenges, Kenya is in the process of introducing a new curriculum over the years. The Government of Kenya continues to invest heavily in education, with a competency-based curriculum (CBC) as its motto, in the sense that it acquires the skills and abilities to promote personal well-being and make meaningful contributions to the economy and society.

Despite the effort taken by the South African government in moving away from apartheid to democracy to ensure equity and equal treatment for all, it has not yet achieved adequate and equitable quality education opportunities (Brown, 2006). According to Hasketh (2006), in rural communities with inadequate access to facilities, the school curriculum was designed to ensure that black people did not acquire skills that would make them employable for jobs designed for whites. The curriculum was characterised by content-based rather than outcome-based education, and it lacked opportunities for independent and critical thinking. Santika, Sowiyah, Pangestu and Nurahlain (2021) indicate that the learning process in schools will never be static but will always follow the progress of science and technology, which is rapidly growing.

Ngxito, Kahilu and Akintayo (2019) are emphatic that rural schools are often characterised by huge educational facility deficits because of improper planning and a lack of investment during and after the apartheid regime. The Equal Education Report (EER) (2017) indicates that when they visited Limpopo, they observed that many schools did not have access to proper, usable toilets to meet the norms and standards. In the province, only a few schools had access to enough toilets, regardless of their structure and functionality, to meet the normal requirements. It is further observed that most rural schools are getting water from a community member at a cost that affects the running of school activities. It is against this background that the study on the state of school infrastructure is considered necessary. Drawing from these challenges, this study investigated the state of school infrastructure in the Mankweng Circuit.

1.2. Research problem

School infrastructure plays a critical role in curriculum policy implementation, and this includes key facilities within the academic environment that are used to facilitate learning. In South Africa, curriculum policy implementation is influenced by a variety of factors, among them sanitation, school classrooms, toilets, and clean running water. Machengete (2021) purports that unsafe infrastructure in schools is a violation of learners' rights to equality, dignity, life, a safe environment, and basic education. Attending school in schools with poor infrastructure is degrading to learners. In South Africa, particularly in rural areas, many learners are forced to attend schools with dilapidated buildings, which instils fear in them that the building might collapse on them at any time. Learners in rural schools have no choice but to use pit toilets, unsafe sanitation facilities, or relieve themselves in the fields. According to Ndou (2020), in the Limpopo Province, the negative attitudes of the educators towards transformational policies, the lack of competency in teaching, reading, and numeracy, the lack of equitable distribution of resources to public schools, and the lack of induction and in-service training of educators were among the contributing factors hampering the effective provisioning of quality education. Otherwise, the relevancy of this study, which seeks to investigate the effects of school infrastructure on curriculum policy implementation, School infrastructure plays a critical role in curriculum policy implementation, and this includes key facilities within the academic environment that are used to facilitate learning. In South Africa, curriculum policy implementation is influenced by a variety of factors, among them sanitation, school classrooms, toilets, and clean running water. According to Ndou (2020), in the Limpopo province, the negative attitudes of the educators towards transformational policies, a lack of competency in teaching, reading, and numeracy, a lack of equitable distribution of resources to public schools, and a lack of induction and in-service training of educators were among the contributing factors hampering the effective provisioning of quality education. Hence, the relevancy of this study, which investigated the effects of school infrastructure on curriculum policy implementation.

1.3. Research aim and objectives

1.3.1. Aim of the study

The aim of the study is to investigate the effects of school infrastructure on curriculum policy implementation in the Mankweng Circuit, Limpopo Province.

1.3.2 Objectives of the study

- To determine the current state of school infrastructure.
- To evaluate the extent of curriculum policy implementation in Mankweng Circuit in the Limpopo Province.
- To examine and map the relationship between school infrastructure and curriculum policy implementation.
- To propose possible measures to improve school infrastructure and curriculum policy implementation.

1.4. Research questions

- What is the current state of school infrastructure?
- What is the extent of curriculum policy implementation in Mankweng Circuit in the Limpopo Province?
- What is the relationship between school infrastructure and curriculum policy implementation?
- What are the possible measures to improve school infrastructure and curriculum policy implementation?

1.5. Definition of concepts

- **Curriculum**

According to Vanderlinde, van Braak and Hermans (2009), "curriculum" refers to the list of courses that are offered in schools. These scholars further support the Southern African Development Community (SADC) in viewing curriculum as a unit that includes learners, teachers, and learning methodologies, educational experiences and output, as well as possible outcomes within the learning environment.

- **Curriculum implementation**

Chaudhary (2015) views curriculum implementation as transferring skills into practise with the knowledge derived from the subjects, courses of study, and syllabuses. It must be taken into consideration that curriculum implementation cannot be

successful without the learner, as they play a central role in the curriculum implementation process.

- **School infrastructure**

School infrastructure refers to a variety of tools such as classrooms, sanitation facilities, laboratories, and sports fields. The school activities take place in the classrooms, and the libraries are where learners get the opportunity to do their research and personal studies using the resources available. In the sports field, that is where they do extracurricular activities. The teachers and learners are housed in the school's premises, and clean water, waste disposal services, and toilets are of paramount importance (Adede, 2012).

- **Public school**

A public school is a school that derives its support, in whole or in part, from moneys raised by a general state, county, or district tax. Public school means all academic and non-college type schools either established and maintained by the department, or issued a charter by the board of education, in accordance with law. All other academic and non-college type schools are 'private schools', irrespective of the hours during which the sessions take place (Zinth, 2005).

1.6. Significance of study

The study will contribute to the existing body of literature in Public Administration and will serve as a guide for future scholars. Furthermore, the research will assist scholars in improving their functions and learning processes. It is also critical to emphasise that this study will benefit policymakers in the public sector, who are in charge of policy formulation and implementation. In terms of referencing, the study will be beneficial to learners of Public Administration.

1.7. Study area

The research study used was Mankweng Circuit, located in the Mankweng area, which is 27km east of Polokwane on the R71 road to Moria and Tzaneen in the Limpopo Province, South Africa. It has approximately 33 738 of the population (Statistics South Africa, 2011). The circuit consists of 12 schools and one circuit office, from which the respondents in the study were sourced. The study area was

adopted because of its diversity in terms of infrastructure development, given that it has schools in rural areas, semi-urban areas, and informal settlements.

1.8. Summary of chapters

This section highlights the chapter summaries, as well as the contents of each chapter. This research was divided into six chapters, which are discussed below:

Chapter 1

The first chapter introduces and contextualises the research project, including the problem statement, aims, and objectives, as well as the research questions, definitions of concepts used, and the significance of the study, ethical considerations, a literature review, and the research design and methodology. The first chapter explains what the entire study entails.

Chapter 2

The second chapter discussed the theoretical literature by outlining the theories relevant to the study. Different theories were used to support the study, and the study benefited from the contributions of various scholars. The theories were found to be relevant in the study in terms of understanding the various approaches and strategies that could be used to improve school infrastructure in order to successfully implement curriculum policies.

Chapter 3

The field was reviewed in the third chapter, which discussed the empirical literature based on distinguished opinions and views from secondary sources and from various researchers and authors whose work is significant in this particular research. Since the researcher presented a variety of perspectives from various authors on the research problem under study, it was simple to confront the problem head-on with deeper knowledge, insight, and understanding background.

Chapter 4

The fourth chapter described the research design and methodology; the methods used to collect data were described, as were the sampling procedures and data

analysis methods. This chapter emphasised the study's study area, population, and research design. It elaborated on the data collection method and ethical considerations for the study.

Chapter 5

The fifth chapter was based on data analysis from the semi-structured interview questionnaire responses. The data was qualitatively analysed using a thematic system for each of the research questions in the interview and discussed in light of the respondents' responses to the interview questions. To strike the depth of the information provided by the primary data, the method of categorising themes and sub-themes was used.

Chapter 6

Chapter six is the final chapter, and it summarises the key findings and points made in the preceding chapters. Concerns and problem areas in the school infrastructure and the implementation of curriculum policies were identified. The chapter also made study recommendations to improve school infrastructure and foster a culture of delivering quality curriculum content.

1.9. Conclusion

The first chapter discussed the introduction and background, problem statement, study aim, research objectives, and research questions, significance of the study, study area, and chapter summary. The following chapter discusses the review of literature in the context of the subject under investigation.

CHAPTER 2

THEORETICAL LITERATURE

2.1. Introduction

According to Adom and Hussein (2018), theoretical literature is a framework based on existing theories in the field of inquiry that reflects on the hypothesis of the study. It serves as a blueprint, often used by the researcher to formulate a research project. Chukwuere (2021) purports that the theoretical literature informs a researcher about the kind of literature to collect and assists a researcher in mapping out concepts and components that define the standpoint of the study, making the research more connected to existing research ideas. Kivunja (2018) contends that a theoretical framework comprises theories expressed by experts in the field of research, which draw upon each other to provide a theoretical basis for data analysis and the interpretation of results. Furthermore, the theoretical framework is the structure that supports the theory of a research study.

2.2. Theoretical Literature

The theoretical perspective is a structure that outlines the relationship between the existing literatures to support the theory of the research study. This research is based on the premise of two learning theories: Classical Liberty Theory, and Teacher Motivation Theory.

2.2.1. Learning Theories

According to Mugisha and Mugimu (2015), learning theories are key to curriculum development and implementation. The learning theories indicate the manner in which people acquire and retain information about the learning principles that are presented to them. Learning theories inform curriculum development and implementation and provide the relationship between what is acquired in the classroom and the conditions in which learning takes place, which include infrastructural facilities. Gunderman (2012) concurs that learning theories offer insights into what promotes learning effectiveness and how learners learn. Theories

of learning shape our educational practices. Learning requires ensuring the transfer of knowledge and skills learned in the classroom to other situations in real-life practice. Mugisha and Mugimu (2015) purport that it is important to provide learners with opportunities to practise and apply what they have learned theoretically in classrooms to other real-life situations, which are essential for an effective learning experience. Kay and Kibble (2015) concur that there are five major learning theories, i.e., cognitive, behaviourism, humanism, constructivism, and connectivism that are relevant to the implementation of the curriculum and the environment in which learning takes place, which involves the school's infrastructure.

Zhou and Brown (2015) purport that social cognitive learning is based on the idea that individuals learn by observing others while being influenced by the environment in which learning takes place. This means that learners derive knowledge by observation, and their behaviour is influenced by the school infrastructure, which is the environment in which that learning takes place. Belford (2013) concurs that social cognitive theory learning occurs in a social environment through reciprocity of behaviours, environmental variables (basic facilities such as classrooms, laboratories, etc.), and personal factors. Kalil and Grant (2021) concur that learning occurs through observing the practises that evolve through trial and error. Badyal and Singh (2017) assert that behaviourism is a response to an external stimulus as the assumption is that several internal motives cannot be measured, hence behaviour, which is observable, can be studied. Zhou and Brown (2015) are emphatic that behaviourism theory can be beneficial to both the teacher and the learner in the classroom as it is concerned with observable and measured behaviour and only desirable behaviour is learned. It holds that teachers need to employ strategies on how to teach desired behaviours, such as classroom contracts and behaviour modification.

According to Badyal and Singh (2017), the humanism learning theory is based on self-directed individual growth as one explores one's identity. As such, the school environment must have extramural activity facilities so that one can explore their talent. Constructivism learning theory is based on the view that learners construct knowledge based on experiences, which means the development of a new curriculum should be able to encompass the learned experiences. Belford (2013) purports that constructivism views learning from their own cognitive perspective, in

which they construct their own knowledge, and rejects the scientific truth waiting to be discovered. Badyal and Singh (2017) concur that the critical learning theory outlines how to change society by making it equal for everyone through encouraging participation of all learners, especially those that were oppressed. The apartheid education system was characterised by the marginalisation of black people; therefore, the school infrastructure should be designed in such a manner that it accommodates all learners in accessing quality curriculum content.

Omidire, Aluko and Mampane (2021) purport that the theories of learning are driven by constructivism, behaviourism, and cognitive-gestalt. It involves the manner in which people learn and serve as facilitators of learning. Furthermore, the context and processes in which learning takes place are affected by individual social cognitivism. When learning theories focus on the processes of learning, such as curriculum and schooling, policies and access to resources (infrastructure facilities) remain critical.

2.2.2. Classical Liberty Theory

Between 1712 and 1778, Rousseau developed the Classical Liberty theory, and it argues that every person is born with a certain level of capacity; therefore, the education system should be structured in such a way that infrastructural and institutional barriers are removed (Orodho, 2003). Furthermore, the Classical Liberal theory advances that social portability would be advanced by demonstrating equal open door to instruction access.

According to Rousseau (1712-78), character traits should not jeopardise social value because society rewards individuals based on their status. It is suggested that educational and social establishments work to create an empowering environment by providing the necessary infrastructure for academic success. According to Orodho (2003), the educational foundation should treat all learners equally by providing the necessary infrastructure, and learners should make the most of their training and learning in order to perform better in their exams. Mokaya (2013) goes on to argue that there is a need to ensure adequate infrastructural facilities throughout the country as well as a proper policy framework to ensure opportunities for educational training, which will eventually improve their standard of living.

According to Barwicka-Tylek and Pietrzyk-Reeves (2017), Rousseau's concept of liberty is thoroughly understood with the deferral of liberal and intuitive approach to freedom, possibly associated with the availability of a range of options and exercise of freedom of choice. That is, the educational environment should have relevant facilities that learners can freely use to emancipate themselves. According to Thompson (2017), Rousseau's idea is focused on human nature and important aspects of freedom rather than the State. As a result, his concept of freedom is based on the relationship between positive and negative liberty, which is based on the presence of external factors that impede an individual's exercise of freedom of choice. In other words, Rousseau's priority is the well-being of learners, not the government, in order for them to access quality education free of external factors such as a lack of facilities.

Rousseau's doctrine can be seen through the relationship between the State and the individual, which in this context could be the teacher and the learner, as well as the associated schooling facilities (Qvortrup, 2003). It is the responsibility of the state to ensure that learners are not subjected to inadequate infrastructural facilities that may limit their freedom of choice in their studies (Verli, 2016). Furthermore, in order to facilitate learning and deliver quality content, teachers must have access to support materials. The primary goal of the teacher is to help the learner progress through the stages of learning, maturity, and humanity. As a result, Rousseau's approach to freedom of choice without obstacles in human nature must be followed by the government's motto, which is to respect and honour the rights of all citizens (Barwicka-Tylek & Pietrzyk-Reeves, 2017).

2.2.3 Teacher Motivation theory

Ozbilen, Gunay and Yildiz (2021) contend that teacher motivation stands out as an important component of teacher quality. Teacher motivation is necessary for the education and training process in order to motivate learners to learn, to realise educational reforms through teachers, and to ensure teachers' own personal satisfaction. Makewa and Ngussa (2015) argue that the success or failure of the curriculum's implementation mainly depends on teachers. Teachers can be motivated in various ways in order to get involved in effective curriculum implementation. Zipagan (2021) outlines the theories that could be used to motivate

teachers to play a meaningful role that include: expectancy theory, equity theory, self-determination theory, two-factor theory, and job enrichment.

- **Vroom's expectancy theory**

Vroom's theory was established in 1964 and later extended by Porter and Lawler (1968). The theory is grounded on three relationships, namely, the effort-performance, performance-reward, and reward-goal relationships. The effort-performance relationship is about demonstrating the certain amount of effort that results in a certain performance. The performance-reward relationship is about a certain level of performance that results in specific organisational rewards. Lastly, the reward-goal relationship is based on the fact that the rewards are in relation to the employee's personal goals, and the rewards must be attractive to each employee. As a result, when the aforementioned conditions are met, teachers become motivated at work and demonstrate a high level of effort, which leads to better outcomes from learners, which leads to school success and greater commitment from teachers to delivering quality content (Lunenburg, 2011).

- **Herzberg's Two-Factor Theory**

Hetzberg and his allies proposed one of the most known yet controversial theories of job satisfaction in 1959. His primary focus was on two factors that contribute to job satisfaction and dissatisfaction at work: hygiene and motivator factors. He also claims that human behaviour at work is largely determined by these two factors. Hygiene factors relate to working conditions, salary, administration, organisational policies, etc. If these factors are not available in the working environment, they create dissatisfaction among employees. The motivator factors relate to recognition, responsibility, development opportunities, and achievements that motivate employees to perform at their highest potential. In other words, if these factors are not present in school, teachers will not be motivated to work hard and deliver rich content (Dartey-Baah and Amoako, 2011).

- **Equity Theory**

The equity theory is based on the sense of fairness and equity felt by employees within the organization. Equity in the organisation leads to better performance and quality work by employees. If employees feel that there is inequality in the

workplace, they become frustrated and angry. As such, that will result in poor performance and hurt the organization. For instance, if teachers feel that there is inequality in the workplace, they will become demotivated to work better, and that will result in poor outcomes for the learners (Al-Zawahreh and Al-Madi (2012).

This leads to the concept of organisational justice. Modipane (2010) argues that organisational justice results from three different types of feelings of justice at work: distributive justice, procedural justice, and interactional justice. When an employee believes they have received the correct amount of pay, this is referred to as distributive justice. Procedural justice occurs when employees feel that there is a good explanation behind the decision about their pay and benefits. Finally, interactional justice occurs when employees perceive their supervisors to be supportive and encouraging while providing compensation. Organizational justice results in a sense of equity, which motivates employees to perform at their full potential.

- **Self-determination theory**

Self-determination theory illustrates different types of motivation that depend on the ability of an individual to regulate their behaviour (Ryan et al., 2021). Kaplan (2021) purports that self-determination theory emphasises the quality of motivation and therefore refers to different types of motivation, which are classified according to the individual's level of self-determination. The SDT distinguishes between intrinsic and different types of extrinsic motivation (Deci & Ryan, 2000). Intrinsic motivation is when an individual carries out an activity for their own inner satisfaction and fulfilment. Extrinsic motivation occurs when an individual requires external push factors to complete a task. For instance, intrinsically, the teacher will teach learners for their own personal fulfilment. Extrinsically, the teacher will only perform their duties if they feel recognised or if their salary is increased.

There are four types of extrinsic motivation: identified motivation, integrated extrinsic motivation, introjected motivation, and external extrinsic motivation. Identified extrinsic motivation refers to consciously identifying with the value of an activity, while integrated extrinsic motivation does not only identify and recognise the activity but finds it relevant to one's core interests and values. Introjected extrinsic motivation

is related to internalise extrinsic motivation in the sense that the behaviour is elicited by the internal rewards of self-esteem for success while avoiding factors of anxiety, shame, and failure. With external extrinsic motivation, behaviour is driven by the externally imposed rewards and punishments (Bardach & Klassen, 2021).

The above-mentioned theories, namely the learning theories, Rousseau classical liberty theory, and teacher-motivation theories, have a distinct relationship in that the learning theories specify how learners retain given information from their facilitators, the Rousseau classical liberty theory emphasises that education systems should be structured in a way that removes infrastructural obstacles, and he further emphasises the freedom of choice. Finally, because curriculum implementation cannot take place without the teacher, teacher-motivation theories specify how teachers can be motivated to improve their performance in order to deliver quality and content-rich curriculum.

2.3. Conclusion

This chapter reviewed the theoretical literature by reviewing various theories relevant to the study and their relationship to the research questions. The following chapter examines the empirical literature by visiting the work of various scholars in order to present an argument about the effects of school infrastructure on curriculum policy implementation.

CHAPTER 3

EMPIRICAL LITERATURE

3.1. Introduction

Empirical research looks at previous empirical studies to answer a research question. It emphasises measured and observed phenomena, and knowledge is derived from actual experiences rather than theories or beliefs. This study examined the knowledge of various scholars regarding the study in question. This chapter discussed the state of school infrastructure in South Africa, as well as the impact of COVID-19 on school infrastructures.

3.2. The state of school infrastructure in South Africa

South Africa has experienced development inequalities with regard to the provision of infrastructure as a result of the painful legacies of apartheid. The government is the one responsible for providing quality education, and as such, the focus should be directed towards government policy as one of the main priorities (Motshekga, 2012). School infrastructure is a manifestation of historical inequalities that are deep, protracted, and still unresolved, mainly due to the incompetence of the Department of Basic Education (Metcalf, 2022). Important factors in the education system, such as curricula, teachers, and educational infrastructure, contribute to the quality of education (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019).

In South Africa, there are still schools that lack basic facilities such as water and sanitation. Apartheid policies have left a legacy of severe infrastructure backlogs in black communities, whereas formerly white schools have access to quality infrastructure such as laboratories, libraries, and sports fields (Gibberd, 2020). This situation resulted in school learners being unable to reach opportunities due to their poor environmental conditions, which affect their education. When school conditions are unfavourable due to a lack of facilities and resources, access to quality education that can change people's lives is hampered. This is evident in rural schools, where a number of learners have died and some have drowned in Limpopo province due to broken pit toilets (Gallo, 2020).

The school infrastructure crisis is exacerbated by a lack of funding, state treasury prosecution, austerity, and a lack of funding for basic education. Reducing infrastructure funding will negatively impact the number and speed of school

construction projects implemented (Biney, Selebalo, & Borman, 2021). It should be kept in mind that very poor infrastructure impacts the progress of both teachers and learners. Schools that do not have learners' toilets usually do not have a teachers' toilet either. If the learners get wet or the roof leaks, the teacher will get wet too. The second reason that the quality of the mad school is unlikely is that learners studying in the school without electricity, running water, or toilets are likely to live with the same disadvantages. The situation is generally related to learning outcomes (Skelton, 2014).

According to Kitzmiller and Rodriguez (2021), public school infrastructure issues associated with systematic racism and historic underinvestment affect health and social well-being. Muthusamy (2015) reports that literacy and computing skills are essential for effective learning in all subjects across all grades, and it is important for learners to develop these skills based on their individual needs. It is vital to point out that this is difficult in a crowded classroom. Limpopo's Equal Education Report (EER) (2017) emphasises that the school is built from three prefabricated units that have existed since 2010, but the prefabricated units are intended for temporary building structures. This type of structure often lacks facilities such as sports fields, scientific laboratories, and libraries.

Mokaya (2013) concurs that libraries and laboratories are very important in the process of education and learning. The level to which the infrastructures can improve quality education depends on their location, structure, and available facilities. South African School Law (No. 84, 1996) requires laboratories and libraries that meet the school's specific curriculum requirements to enable all schools offering scientific subjects to carry out experiments and scientific research. It emphasises the need for equipment and consumables. Santika, Sowiyah, Pangestu, Nurahlain (2021) state that the process of achieving educational goals needs to be supported by quality resources, both human and physical, and facilities and infrastructure are physical resources.

The sanitation facilities should include drainage, waste disposal, and sufficient water. Gershberg (2014) affirms that inadequate school infrastructure negatively impacts student learning and school outcomes. The education system in many countries is characterised by many factors such as poor maintenance, registration challenges,

poor classrooms, and the inefficiencies of government development and school construction that contribute to the infrastructure gaps. Rodgers (2018) emphasises that the supply of schools around the world is inadequate to meet demand. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), there are many young children who do not attend primary or secondary school. The schools have expanded, but there are still infrastructural challenges that do not receive attention due to natural disasters. However, the tragic devastation caused by recent natural disasters clearly shows that schools around the world are extremely vulnerable to natural disasters due to poor school maintenance.

According to Santika, Sowiyah, Pangestu and Nurahlain (2021), school facilities and infrastructure help attract and retain teachers, improve student performance, and have a positive financial impact on the community. South Africa, as a developing country, still faces challenges that affect the successful implementation of the curriculum as a result of poor school infrastructure. The government, as the one responsible for providing quality education, still does not meet the standards for proper school infrastructure, and as such, it is unable to implement a rich scientific curriculum. The inefficiencies of providing proper textbooks, water and sanitation, libraries, and laboratories make it difficult for the teachers and relevant stakeholders to improve the curriculum.

According to Skelton (2014), there were still dilapidated schools in South Africa in 2013, where learners were forced to attend schools without proper water and sanitation or access to electricity. In 2009, the situation changed after the government was taken to court as a result of serious infrastructural challenges. The Southern African Development Community (2000) asserts that the government as the custodian of the state should ensure the provision of proper facilities such as laboratories, classrooms, libraries, workshops, and sports facilities for a conducive environment.

3.2.1. The impact of COVID-19 on school infrastructure

The Conversation (2021) states that the COVID-19 pandemic could be a catalyst for action to address the consequences of inequality in the South African education system. Inadequate water and sanitation infrastructure, overcrowded classrooms, and a shortage of teachers in specific periods and subjects are some of the

challenges faced by the education system so far. Mudaly and Mudaly (2021) contend that in South Africa, the focus of many educators is to work towards effective teaching and learning in order to address the past social and educational injustices that were perplexed by the apartheid regime that was characterised by racial and class segregation. The COVID-19 has exposed educational inequalities as well as numerous social injustices. The latter has forced the policy analyst to take the critical decision of reviewing the educational curriculum, as the COVID-19 has left the learners vulnerable due to the impossibility of home schooling. Maree (2022) purports that finding sufficient classrooms and desks to accommodate learners during COVID-19 was a major challenge for most schools in South Africa as learners were expected to maintain social distance. As such, accurate measurements were done in order to accommodate the desks required, which caused some of the classroom resources to be removed, limiting teaching and learning.

Amin and Mahabeer (2021) emphasise that it remains the government's responsibility to provide quality education, and it is critical to highlight the context in which the schooling environment and curriculum should be designed before the COVID-19 strike. This move will assist the government in deriving a rescue plan to respond to the unstable realities and factors that were exposed by the pandemic, especially those that relate to the infrastructure and curriculum policy. Maree (2022) argues that the South African education system is unequal as only resourced schools better responded to the pandemic, unlike rural communities' schools that struggled severely to deal with the pandemic due to insufficient infrastructural resources. It was difficult for learners who lived in extreme poverty to progress effectively because the environment was not conducive to learning.

Maree (2022) contends that unless the challenges of school infrastructure are addressed to satisfactory levels, factors that characterise the South African education system will continue to manifest themselves, which will result in an unpleasant situation in the country. The poor and disadvantaged learners in rural communities will continue to suffer, and this inequality was exposed during the pandemic. Gibberd (2020) purports that the government has developed the school infrastructure performance indicator system (SIPIS) as a project that will deal with the provision of basic facilities while focusing on the development of a sophisticated school infrastructure as the driver of providing quality education. The Department of

Education has established policies that will deal with the norms and standards of the school infrastructure as they focus on addressing funding backlogs. They will continue to do that and hope that the existing infrastructure does not deteriorate and continues to be developed.

3.3. The extent of curriculum policy implementation in South Africa

Sebake, Mphutlane and Gibberd (2007) concur that, post-apartheid, several policies and legislation have been developed to establish a framework that would lead to the transformation of the education system. The challenges of providing adequate infrastructure within the policies and legislative framework have remained among the National Department of Education's (NDoE) priorities. Hues (2011) states that the need to transform the education system was affected by the apartheid legacy, which lasted 46 years. Davies (1994) argues that it must be taken into account that decisions and negotiations about the curriculum are political decisions, which are currently the responsibility of the governing body, which is the African National Congress (ANC) in the context of South Africa. Kunene (2009) highlights that the Department of Education appointed officials to restructure and put together the syllabuses and curriculum content.

Maodzwa-Taruvin and Cross (2009) assert that South Africa's achievement of democracy in 1994 led to the new educational reform named the "outcome-based curriculum," which was previously named the Curriculum 2005 (C2005). The educational reform process and policy were a result of the labour movement debates and the outcome-based education (OBE) experiences in New Zealand and Australia. Hues (2011) emphasises that, for history, the major problem of the C2005 was its geographic reform of the social science area together with the move from content dominance to promotion of skills.

Some academics later viewed the policy, according to Maodzwa-Taruvin and Cross (2009), with many labelling many in-depth contradictions that would eventually lead to its demise. The policy survived only 12 years after heated debates in politics and academia. The Minister of Basic Education then announced in the Parliament of South Africa that the OBE is viewed as ineffective (Motshekga, 2009). Afterwards, the government took a drastic turn towards the curriculum initiative called Curriculum Assessment and Policy Statements (CAPS), which emphasises the implementation

of curriculum policy and teacher needs through the central knowledge of course disciplines. Further, this gave birth to the reintroduction of a new curriculum assessment policy (Maodzwa-Taruvin & Cross, 2009).

Despite the government's efforts to successfully implement curriculum policy, rural areas or townships continue to face a number of challenges that have an impact on curriculum implementation in schools. Mbatha (2016) highlights some major challenges, as identified by most teachers and heads of departments who are affected, especially in rural areas and townships. The challenges that still surface are lack of resources due to budget constraints, lack of access to technological equipment such as computers, the internet, and teaching aids, lack of professional development such as teacher experience and expertise, and curriculum implementation that is seen as time-consuming.

Du Plessis (2021) argues that the colonial past, within the context of global shifts and social changes, continues to navigate itself in the South African education system as there are many factors that remain untouched and unchanged. This can be observed through the manner in which the curriculum is structured in schools and the access to quality education. Mogale and Modipane (2021) purport that, across the world, there are many policies within the education system that are developed to address the educational challenges, but what remains a challenge is the implementation thereof. The South African government is still faced with the poor implementation of the curriculum policies. It has also been indicated that many teachers have experienced challenges in implementing the Curriculum and Assessment Policy Statement (CAPS) as a result of a lack of training. Furthermore, no safe schools or conducive school programmes have been implemented in the Limpopo Province.

Mtshweni (2022) agrees that educational institutions around the world play an important role in the development of nations' economies and policies. However, as a result of the COVID-19 pandemic, there have been tremendous effects and changes on the manner in which learning should take place. As a result, various institutions had to change the norm of learning by moving to the digital world of online learning. This means that as the government rethinks the new curriculum model, the system of online learning needs to be taken into consideration. This is important as many schools are characterised by infrastructure deficits. Letshwene and Du Plessis

(2021) purport that as the world transforms, it also requires the curricula to change. For the past few years, the South African schools have experienced several curriculum changes, which pose challenges for the curriculum developers and implementers as the South African education system has undergone many curriculum changes.

Crouch and Hoadley (2022) emphasise that one thing that was not given special attention during the curriculum reform and was complicated by the nature of C2005 was teacher training. Thus, teachers that were trained under apartheid Bantu education lacked the opportunity to fight the legacy of apartheid, which was characterised by poor teaching methods. If teachers do not understand the curriculum, it is going to be difficult for them to disseminate the information in an understandable manner in the classroom. Gallo (2020) contends that despite the effort made to transform the curriculum and education policy after the apartheid regime, the injustices that black South Africans experienced under the apartheid regime remain the same. This could be observed as the continuation of inequality within the education system in terms of curriculum problems, teacher training, poor infrastructure, and fund distribution. It could also highlight the mismatch of professional skills in the curriculum and the lack of education attainment within the economic and employment sectors.

In South Africa, the curriculum changes within the democratic era seem to be a serious challenge. As much as the new curriculum emphasises a learner-centred approach, for teachers, it seems like a daunting task. Curriculum changes have an effect on the way teachers disseminate information and the manner in which learners retain information in the classroom. The implementation of CAPS has involved many challenges as there were not enough subject specialists to support teachers, especially those that teach physical sciences and mathematics. Therefore, a change in curricula requires the transformation and training of teachers in order to prepare them to carry out the task (Maharajh, Nkosi & Mkhize, 2016).

Viennet and Pont (2017) highlight that as societies become knowledge-based, it has become important for individual and social progress. As such, the education system ought to provide quality education that is accessible and sustainable to enable the upcoming generations to utilise it to compete in the global economy. However,

education policies may fail to reach the classroom at times due to ineffective implementation processes. According to Mzangwa (2020), curriculum in the South African context refers to the effectiveness of removing all barriers to accessing quality and inclusive education with the propensity to achieve the outcomes.

3.4. The relationship between school infrastructure and curriculum policy implementation

South Africa's education system is primarily characterised by collapsing infrastructure, overcrowded classrooms, and relatively poor educational outcomes. It is perpetuated by inequality, and as a result, these challenges affect the desired outcome (Amnesty International, 2020). According to Amsterdam (2013), the apartheid government built the vast majority of school infrastructure, which limited public funding in the years following apartheid. This made it a difficult task to improve the quality and level of the school's infrastructure. Soobrayan (2012) highlights that the quality of school buildings is important for education and efforts to improve educational content. Quality facilities provide teachers and learners with a supportive environment that can meet changing needs and truly enhance learning and education. Successful education and learning depend on the availability of key resources such as learning materials and educational and learning environments that help drive the implementation of the curriculum. Ahmad (2021) argues that facilities and infrastructure are one of the educational tools that need to be processed professionally and are an integral part of educational administration.

The key focus of the South African government has been on curriculum transformation and educational reforms since the country's establishment as a democratic country. Education is one of the important factors that could be utilised to redress the injustices caused by the apartheid regime. Factors such as financial resources, curriculum, teacher deployment, and access to quality education have been part of the education policy. Despite the progress made in policy development, curriculum reforms, and legislative interventions, there are still challenges in delivering quality education (Gumede & Biyase, 2016). Insufficient access to resources is a serious challenge influencing curriculum implementation. The inadequate facilities, including classrooms, laboratories, libraries, and sports fields, can affect the implementation of the new curriculum.

Van der Nest (2012) has classified the educational resources into three distinct categories. Firstly, "human resources" refers to teachers who are responsible for the body of knowledge. Secondly, cultural resources refer to the time and language. Thirdly, material resources refer to the text books, curriculum content, and technologies that could be intergraded in the teaching and learning process. However, it must be noted that in South Africa, the material resources have been a serious challenge to accumulate, and as such, that has had a negative impact on both learners and teachers. Mahrajh, Nkosi, and Mkhize (2018) concur that there is a need to ensure that teachers undergo training in order to know how they can develop their own material resources. These will include the following: profiling and tracking, discussing project groups with learners, construction of the classroom, and cooperation between teachers, which is time-consuming.

3.4.1. Factors influencing curriculum policy implementation

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives. Understanding the beliefs and concerns of teachers can provide insights into whether curriculum implementation will meet with success or failure. Teacher concerns play a part in the implementation of new curricula because their concerns sometimes direct the choices teachers make when choosing to add or omit items from the curriculum (Nevenglosky, Cale & Aguilar, 2017).

The government is responsible for developing a curriculum to ensure that learning at school is effective, but other stakeholders are involved in implementing the curriculum. Mitchell (2013) argues that curriculum delivery is driven or influenced by the curriculum's three energy sources. That is, a teacher with fine-grained control over decisions, the subject itself with the resources offered as an education, and finally a student with a need. Teachers play a central role in implementing educational innovation and curriculum changes (Vanderlinde van Braak, 2011). The Southern African Development Community (SADC) (2000) emphasises that teachers consider their role in curriculum implementation to be autonomous. Choose what you

want to teach from the prescribed syllabus and curriculum. The role and influence of teachers in the process are undeniable, as implementation is through the interaction of learners with planned learning opportunities. Without the right materials, meaningful education and learning cannot be achieved. This also applies to the implementation of the curriculum.

In addition, Kirst and Walker (1971) recognise that state and local education authorities mandate and approve courses by specifying the content contained in them. School district professionals, from supervisors to teacher assistants, have varying degrees of influence in deciding on the degree programs, textbooks, materials, time allocations, etc. that embody the curriculum policy. In addition, Irreson, Evans, Redmond, and Wedell (1989) find that curriculum development is primarily a school-based innovation, including discussions with teachers on content selection and placement as well as methods, resources, and lesson plans.

Kaplan (2021) argues that the pressures from principals and the negative attitudes of learners frustrate the teachers in school and have a negative impact on the autonomous motivation of teachers that could be utilised towards successful curriculum implementation. The teacher's motivation is one of the important aspects that is required with curriculum implementation, as they are the drivers of the whole process. Gallo (2020) emphasises that despite the establishment of new policies and curriculum reforms post-apartheid, the critical issue that remained a serious problem was the lack of training of teachers within the education system. This limits the propensity of learners and learners to grab employment opportunities, economic sustainability, and access to quality education. Pekrun (2021) concurs that in this modern environment, the education institutions should be designed in a manner that it support teacher motivation through the guidelines of the institution. At times, teachers are not comfortable attending training and workshops, depending on their motivation for that day. As such, teachers who do not participate in institutional programmes should not be considered for new positions, as they would not have acquired the necessary skills and knowledge that will enable them to participate in the profession.

Mamabolo (2021) asserts that the readiness towards the implementation of the newly developed curriculum remains a challenge for teachers. It must be borne in

mind that the teachers were still struggling to grapple with the National Curriculum Statement (NCS) after the death of the Curriculum 2005 (C2005), which existed for a short period of time. At the time, the teachers' interests lied within the administration, system reporting, recording, and paper work. The latter experiences indicate that the curriculum implementation was complicated by the poor integration of the new curriculum by the teachers. As such, the teachers' efficiency and effectiveness remained a challenge, and consequently, the achievement of quality results was compromised. Yildiz, Gunay and Ozbilen (2021) purport that the continuous evolution of technology and transformation in the education system has led to changes in the needs of both teachers and learners, and as such, the guidelines for the education sector need to be revisited. Therefore, this meant that the education sector had new responsibilities. Education is a key that imparts knowledge and skills on individuals so that they can participate on a global scale by critically interpreting issues and participating in uplifting the lives of society and its principles. The teacher is one element that is important in the educational process and is seen as the driver of change that will assist in the renewal of the education system.

According to Sekhakhane, Govendera and Maphalala (2021), the future of the education system requires a generation that is well prepared given the rapidly changing technology. The South African education system needs to take the initiative to equip learners with computer skills, as online teaching has become the norm today. In recent years, schools have needed to take advantage of the Fourth Industrial Revolution (4IR) to improve and transform the education system to respond to market needs while simultaneously ensuring that teachers across the curriculum are well equipped with digital methods of teaching in order to engage in lifelong learning.

Dhlomo and Mawere (2020) concur that until the teachers are taught and informed of how to implement the curriculum, it must be put on hold, solely because if there is no proper training for teachers, the execution of the curriculum will not be successful. The knowledge of teachers within the curriculum implementation process is very critical, as they are the drivers of a curriculum as they are informed of which gaps to fill. Viennet and Pont (2017) purport that the people are central to the curriculum's implementation as they are the developers of education policies, solely because their characteristics are vital determinants of a successful curriculum. However, there are

other stakeholders that must be acknowledged as they play a critical role in shaping the process of policy implementation and its outcomes. These other stakeholders include parents, politicians, labour unions, and implementing agencies. The determinants refer to the entities that use their skills and resources to contribute to the implementation of the curriculum policy.

3.4.2. The impact of school infrastructure on curriculum policy implementation.

In South Africa, the continuation of poor education system outcomes remains a challenge that affects social and economic development and advancement. As such, the government has channelled their interest towards the improvement of learner performance and ensuring the proper management of the curriculum. In South Africa, it has been discovered that problems affecting learning and teaching are caused by poor curriculum content and the manner in which knowledge is disseminated to learners (Schollar, 2018). The other problem with the curriculum is the issue of quality and quantity of curriculum content, a lack of textbooks, a lack of teacher pedagogy, and poor curriculum coverage. There is also a lack of experience on the part of both the teacher and the learner, as well as a lack of conceptual knowledge of the subjects being taught, which results in poor performance and learning outcomes. The complications envisaged in the curriculum content lead learners to be left behind every year (Amin & Mahabeer, 2021).

According to Mpu and Adu (2021), the term "inclusive education" refers to the education system whereby all the learners are fully accepted and included, and such in South Africa seems to be a problem. Lack of resources has proven to be a barrier to effective learning as a result of a lack of classrooms. This also affects the teachers, as classrooms are not sufficient to cater to all learners as a result of infrastructure challenges. Tabe, Heystek and Warnich (2021) concur that the South African education system is characterised by a low-quality system that lacks visionary leaders to rectify the challenges of resources in order to respond to effective learning. If there are adequate resources to facilitate learning, it becomes easier to deal with the proper management of curriculum, monitoring, and evaluation.

The availability and quality of resource materials and the availability of appropriate facilities have a significant impact on curriculum delivery. According to Mokaya

(2013), proper hygiene maintenance in schools attracts and motivates learners to contribute to good academic performance. According to the South African Schools Act (No. 84 of 1996), in order for the schools to have a conducive learning environment, there are norms and standards that regulate school infrastructure, and as such, they must be implemented. Such school infrastructure must be of high quality in order to avoid any problems that might relate to health, the environment, or social wellbeing. The onus is on the government to ensure that it provides access to proper school infrastructure in order to facilitate learning and successful curriculum implementation. The environmental, health and social well-being of learners should not be compromised by the school infrastructure.

3.5. Conclusion

According to the literature, there are still significant challenges to the state of school infrastructure that have a significant impact on curriculum policy implementation. Furthermore, the COVID-19 pandemic has highlighted the inequity in providing resources to schools as well as the infrastructural challenges in South African schools, particularly those in rural areas. As a result, this investigation must be carried out. The following chapter discusses the research methodology used in this study in relation to the subject under investigation.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. Introduction

The previous chapter covered the literature review that served as the foundation for the theoretical and empirical literature reviews. This chapter aims to highlight research methodology that adheres to the research design's premise, study population, sampling procedure and size, data collection instruments, data analysis, validity and reliability, and ethical considerations.

4.2. Research methodology

According to Basias and Pollalis (2018), research methodology is the process of highlighting the approaches, techniques, and processes used in research to collect data and evidence in order to achieve the desired outcomes regarding the subject under investigation. According to Bahati (2021), research methodology refers to how a researcher systematically designs a study in order to ensure valid and reliable results that respond to the research aim and objectives. This section provided an overview of the methodology and procedures used in this study. The study design, study area, target population, sampling, data collection methods, and data analysis techniques were among them.

4.3. Research design

For the purpose of this study, the researcher adopted a qualitative research approach embedded within the exploratory research design to explore the opinions of teachers and administrators in the Department of Basic Education, with a distinct focus on Mankweng Circuit. The researcher adopted a qualitative research method because data was collected through direct contact with people in an environment where respondents are mostly accessible, in this study, at their workplaces and schools. A qualitative approach is mainly associated with the provision of information

about the related beliefs, opinions, emotions, human behaviours, and individual relationships regarding the matter under investigation.

4.4. Target Population

The population for this study included teachers and principals from four selected schools (Makgongoana, Ditlalemeso, Mountainview, and Hwiti) out of 12 schools, totaling 230 teachers, four principals, and 50 officials from the Limpopo Department of Education's Mankweng Circuit office. The population's selection of schools is influenced by a variety of environmental factors such as township and rural areas. This is because schools differ in terms of their history, learning and teaching culture, and climate. The main reason for focusing on this population is that rural areas continue to face many challenges in terms of school infrastructure development, with a slow rate of improvement. On the other hand, urban schooling appears to be rapidly developing in terms of access to facilities and educational quality.

4.5. Sampling, procedure and size

Purposive sampling, according to Etikan, Musa and Alkassim (2016), is commonly used by social science researchers because the selection of respondents in the study is based on the researcher's judgement and opinion. Furthermore, the fact that such respondents had an opinion about the research study and provided information about the subject under investigation influenced the sampling of respondents. A purposive sampling strategy was used to select 48 out of 230 teachers, 4 out of 4 principals, and 10 out of 50 officials from the Limpopo Department of Education to participate in the study.

4.6. Data collection instruments

The researcher used semi-structured interview questionnaires to collect data for this study. According to Holloway (2016), semi-structured interviews have a more detailed research agenda and are more focused. Respondents can describe their experiences in their own words using this interviewing technique. The researcher was able to follow up on specific interesting issues that arose during the interview

using semi-structured interviews, and respondents were able to provide a complete picture of events.

4.6.1. Semi-structured interview

The semi-structured interview, in the form of open-ended questions, was used; this method aided the researcher in generating more accurate information and a diversity of ideas through direct contact. The semi-structured interview included both open-ended and closed-ended questions, which helped the researcher collect data on attitudes, behaviour, and individual performance. The interviews were conducted with school teachers and circuit officials.

4.7. Data analysis

The qualitative data was analysed using a thematic analysis process that included selecting, categorising, comparing, synthesising, and interpreting to provide explanations for the single phenomenon of interest. According to Kiger and Varpio (2020), thematic analysis is a method for analysing qualitative data that involves searching the data set to identify, analyse, and report repeated patterns by selecting codes and constructing themes. The analysis of qualitative data (behaviour, text, or words) followed the path of categorising the information and outlining the diversity of ideas gleaned from data collection. The qualitative data was analysed using the NVivo software. Thematic data analysis is established as follows by Kiger and Varpio (2020).

Step 1: Familiarising with the data

The first step in thematic analysis is to become acquainted with the entire data set, which requires repeated and active reading of the data. The researcher became intimately acquainted with the data set resulting from interviews, recorded observations, field notes, journal entries, or other media such as photographs or videos.

Step 2: Generating initial codes

Coding aids in the organisation of data at the granular and specific levels. As the coding process began, the researcher took notes on potential data items of interest,

questions, connections between data items, and other preliminary ideas in the second step.

Step 3: Searching for themes

The third step entails reviewing the coded and compiled data extracts for potential themes of broader significance. The themes were created by the researcher by analysing, combining, comparing, and graphically mapping how the codes relate to one another.

Step 4: Reviewing themes

At step four, data extracts can be resorted and themes modified to better reflect and capture coded data. The researcher determined whether the data within each theme have sufficient commonality and coherence, and whether the data between themes are distinct enough to merit separation.

Step 5: Defining and naming themes

Step 5 involved the researcher developing a definition and narrative description of each theme, as well as their significance to the overall study question. The names of the themes were included in the final report after they were reviewed to ensure that they are concise and adequately descriptive.

Step 6: Producing the report/manuscript

The final step in thematic analysis is to write up the final analysis and findings description. In previous steps, the researcher began the elements of the writing process by taking notes, describing themes, and selecting representative data extracts.

4.8. Reliability and Validity

In a qualitative study, credibility, transferability, dependability, and trustworthiness ensured validity and reliability. The research instruments were validated and tested for reliability using pilot testing and expert opinion, with two or three respondents tested to see if there is effectiveness in answering questions.

4.8.1. Reliability

The research interview questionnaires were distributed equally and consistently to the respondents in order to ensure the study's reliability. The research interview questions were distributed evenly and uniformly, and the researcher will ensure that they remain the same.

4.8.2. Validity

The study ensured validity by accurately distributing research questionnaires to the respondents who were to be measured. The necessary stakeholders attended the research interviews. The supervisor of the study kept an eye on the work and obtained a letter in writing as proof that the research was done in conjunction with the necessary parties to guarantee that the information gathered from the right sources was accurate. The researcher employed the following strategies to guarantee the validity and accuracy of the data collected.

- **Credibility**

The researcher concentrated on member checking and triangulation as two strategies to guarantee the validity of the study. By employing member-checking, the researcher made sure that the respondents were informed of the study's findings, interpretations, and conclusions. Utilizing multiple data sources, theories, methods, and observations was necessary while using triangulation techniques.

- **Transferability**

To ensure transferability in the study, the researcher allowed the respondents to conduct the interviews after their work. The interviews took place in the various schools listed in the population above.

- **Trustworthiness**

By recording the interviews and transcribing the respondents' words and information, the researcher ensured trustworthiness. Documentation containing participant data was provided by the researcher. Each participant received a transcription of the interview.

- **Dependability**

To ensure dependability, the researcher examined the study's interpretations and conclusions to see if they were supported by the data collected.

4.9. Ethical considerations

The term "ethical consideration" refers to a set of principles that guide research designs and practices. The protection of respondents' rights through the application of relevant ethical principles is critical in a research project. Since the in-depth nature of the study process lends itself to ethical considerations, qualitative research has a special resonance (Arifin, 2018). The following research ethics were followed by the researcher in this study.

- **Permission**

Institutions directly related to this research granted permission for the researcher to conduct research. The selected schools on the Mankweng Circuit and the Limpopo Department of Education were the study's focus areas. The TREC was obtained from the University Research Office for the purpose of conducting research by the researcher. This letter aided the researcher in carrying out the research in accordance with research ethics.

- **Informed consent**

Informed consent is an essential component of conducting ethical research, and it can be provided verbally or by signing a consent form (Cacciattolo, 2015). The right to autonomy, or the ability to self-determination in action, is also highlighted by informed consent (Akaranga & Makau, 2016). The researcher ensured that all respondents received and understood the information presented to them about the study, as well as any associated benefits or risks, and that the institution's approval was obtained. When they agreed to the information, they were given a consent form to sign voluntarily.

- **Voluntary participation**

Voluntary participation is a major ethical component in research because it emphasises that an individual gives his or her consent knowingly, voluntarily, and intelligently in a clear and conscious manner (Akaranga & Makau, 2016). The researcher thoroughly explained the purpose of the study, the risks that could be

involved, and how the respondents' confidentiality would be ensured by maintaining anonymity. The researcher also made certain that all respondents were given a consent form that stated that they were participating voluntarily and that no one was forced to participate. Furthermore, any participant who is not comfortable with the study may withdraw at any time.

- **Privacy, confidentiality and anonymity**

"Privacy" refers to how respondents in a research project control and disseminate information. Data confidentiality, on the other hand, refers to how data is collected and stored (Cacciattolo, 2015). Anonymity is the ability to keep a secret by not revealing the respondents' identities and refraining from addressing them by name or disclosing sensitive information (Akaranga & Makau, 2016). In addition, participant anonymity implies that the researcher is not aware of the participant's identity (Fleming & Zegwaard, 2018).

The researcher respected the privacy of the respondents by concealing their identities throughout the study. The respondents' data was kept private and secure by not sharing it with anyone outside of the research study. To protect the respondents from physical or psychological harm, the researcher implemented participant anonymity by ensuring that their identities remained unknown.

- **Potential harm, advocacy and safety**

It was the researcher's responsibility to design the research project in such a way that the respondents' rights and safety were not violated (Akaranga & Makau, 2016). The research design considered the potential harm to respondents, the community, and the institution (Fleming & Zegwaard, 2018). By clearly defining and, where possible, eliminating the risks associated with the research project, the researcher advocated for, promoted, and protected the rights of the respondents. The researcher protected the respondents by concealing their identities throughout the research project. Respondents were not asked questions that could elicit negative emotions such as shame or anxiety. The researcher also ensured that respondents who showed signs of stress, discomfort, or anxiety were cared for by referring them to appropriate institutions for counselling services. Medical services or assistance were provided if a physical injury occurred while conducting the research.

4.9. Conclusion

The chapter emphasised the research structure to ensure that it responds to the research objectives. The chapter adopted a qualitative research method, through which the data was collected using semi-structured interviews. The respondents of the study which are school teachers, principals and officials from the department of Basic Education were purposively selected. The study adopted a thematic method in order to analyse the data. Validity and reliability as well as ethical considerations were clearly discussed in the chapter. The chapter that follows discusses data collection, interpretation, and analysis.

CHAPTER 5

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

5.1. INTRODUCTION

The previous chapter described the research methods used in the study to collect data from study respondents. This chapter describes the data analysis, interpretation, and discussion of research findings for this study. As a result, the data analysis methods discussed in the previous chapter were used as a guide in this chapter to achieve the research objectives.

The qualitative research approach, with a multimethod focus that included an interpretative and naturalistic approach, was used to investigate the opinions and knowledge of teachers and officials in the Department of Basic Education, with a specific focus on the Mankweng Circuit because data is collected through direct contact in the environment that the respondents are familiar with (Aspers & Corte, 2019). Purposive sampling was used by the researcher to obtain in-depth opinions about the subject under investigation from educators in various schools in the circuit and officials from the Department of Basic Education, according to the guidelines in Chapter 4.

The Mankweng circuit was used to identify respondents who were thought to be knowledgeable about the subject under investigation, which was school infrastructure and curriculum policy implementation. The data was analysed and interpreted using the method of generating codes and themes to categorise the patterns in order to respond to the objectives outlined in the first chapter.

5.2. DATA ANALYSIS

This study's data was gathered through semi-structured interviews, and documents were analysed and interpreted. The findings are presented in a narrative format, with direct quotes from respondents written in italics and supported by literature to ensure that the findings are contextualised with the existing literature. The semi-structured interviews included 54 respondents, including 10 officials from the Department of Basic Education, as illustrated in Chapter 4 on the issue of sampling procedure.

As the data collection progressed, it reached saturation because no new information was emerging. Saturation is essential for qualitative research because it indicates that many aspects of the study have been covered and key issues have been articulated. This is evident when information is repeated in the responses of the respondents.

Despite the use of a qualitative research approach, the biographical information on Section A of the semi-structured interviews was analysed with frequencies and percentages using the SPSS (Statistical Programme for Social Sciences). The responses are highlighted question by question in this section. The questionnaire results are also compared to existing empirical evidence to assess consistency in the study.

5.3. INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

5.3.1. Biographical information

Through semi-structured interviews, the researcher obtained biographical information from the respondents, which included gender, age group, years of service, and qualifications. The interpretation and discussion of the biographical information findings are shown below.

5.3.1.1. Gender

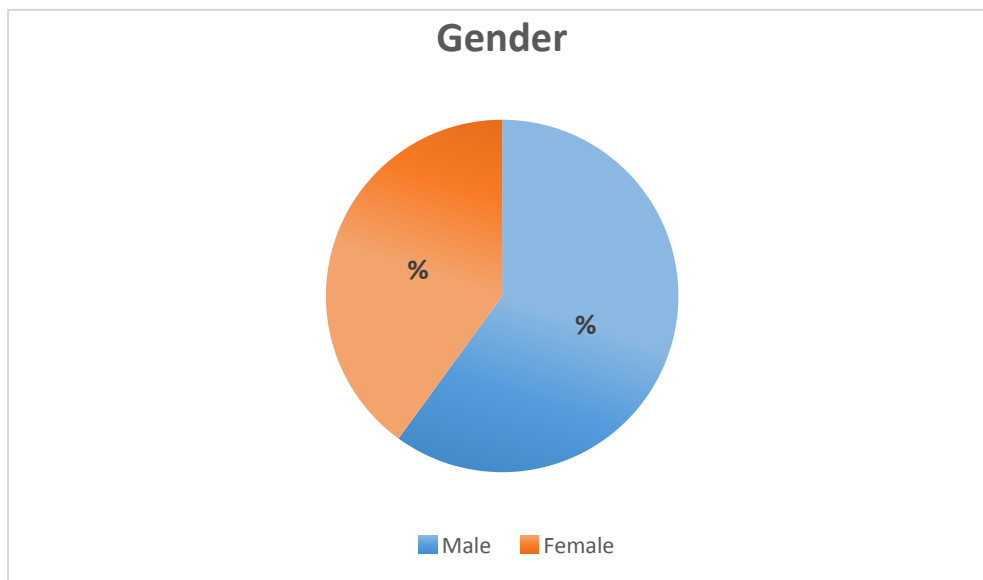


Figure 5.1: Gender composition

Figure 5.1 shows that (30) 60% of the respondents were males and 20% were females, indicating that there is no gender balance because males outnumber females in the study. The gender presented above aided the researcher in obtaining both male and female opinions in the study about the effects of school infrastructure on curriculum policy implementation.

The study's gender imbalance demonstrates that males dominated the findings with 60% versus females with 40%. This indicates that the Department of Basic Education is in violation of the Employment Equity Act No. 55 of 1998, which states that no one should be discriminated against because of their gender. This demonstrates the slow pace of progress with compliance within the Mankweng Circuit, Department of Basic Education on ensuring gender equality as per legislation. This, however, aided the researcher in gathering information from both males and females.

5.3.1.2. Age group

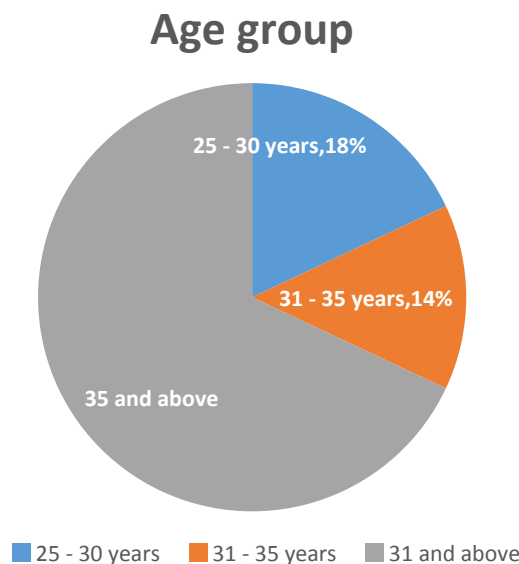


Figure 5.2: Age group

Figure 5.2 depicts the age groups of the respondents who took part in the study. According to the pie chart above, respondents aged 25-30 years were (9) 18%, those aged 31-35 years were (7) 14%, and those aged 35 and above were (34) 68%. The statistics above show that the Mankweng circuit of the Department of Basic

Education has a majority of employees approaching retirement age and a lack of young employees.

The findings indicated a serious issue with age group diversity, which could have serious long-term consequences. There is a need to diversify the age groups within the workplace so that the old can mentor the new and the new can share their modern knowledge. This is significant because technology is constantly changing, resulting in new methods and knowledge being transformed. The current curriculum is more advanced, producing learners who are market-ready.

According to Gutterman (2022), "age group diversity means finding and supporting people who are different across all dimensions, such as other physical characteristics, life situations, experiences, perspectives, and personalities." Among the most popular strategies for "getting a good mix of talent" were the following: providing employees with new skills through continuous learning or mobility programs, looking for a much broader range of skills when hiring, using multiple channels to find talent (including online platforms and social networks), and actively searching for talent in different geographies, industries, and/or demographic segments.

5.3.1.3. Years of service

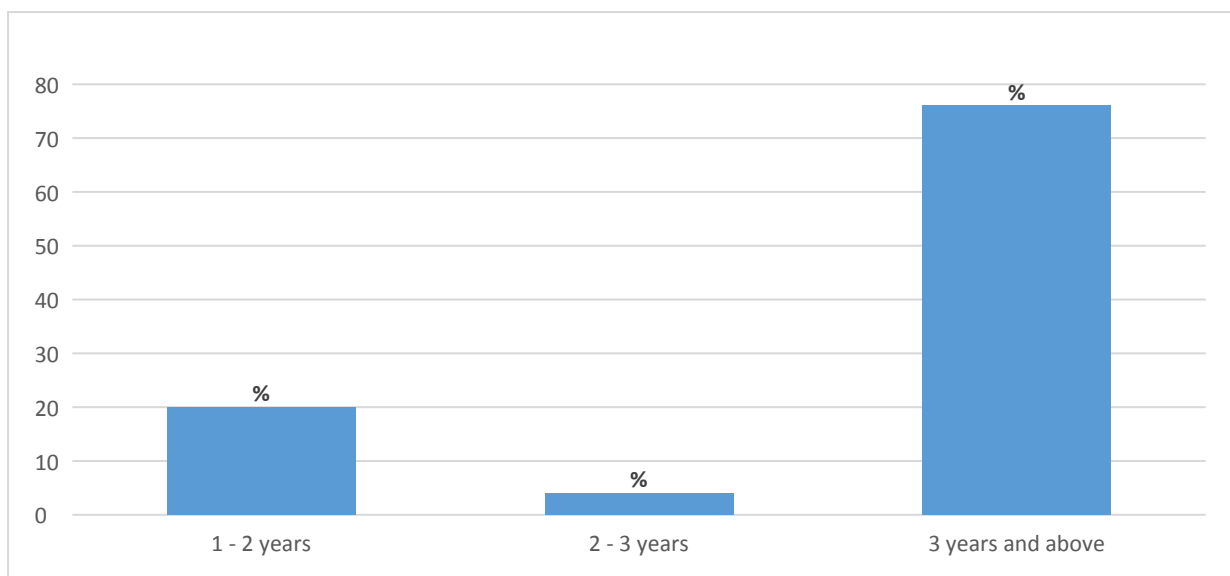


Figure 5.3: Years of service

Figure 5.3 shows that the respondents in the data analysis had an experience of 1-2 years with (10) 20%, 2-3 years with (2) 4%, and 3 years or more with (38) 76%. The

findings indicate that the respondents from various schools have teaching experience and are well informed about their work and surroundings. The respondents in the Mankweng circuit in the Department of Education are knowledgeable and contribute well within their scope of work, as evidenced by the highest percentage of work experience.

According to Hilsen and Olsen (2021), one of the issues that employers and policymakers frequently emphasise is the importance of active ageing, as if emphasising its importance were enough to make it happen. Recognising and appreciating seniors and the value they bring to the workplace is one way to make active aging a reality. One step toward this goal is to raise awareness of the potential and resources that older employees possess. If age and experience make older workers valuable in the workplace, it is necessary to comprehend how this senior competence is valuable.

5.3.1.4. Highest Qualification

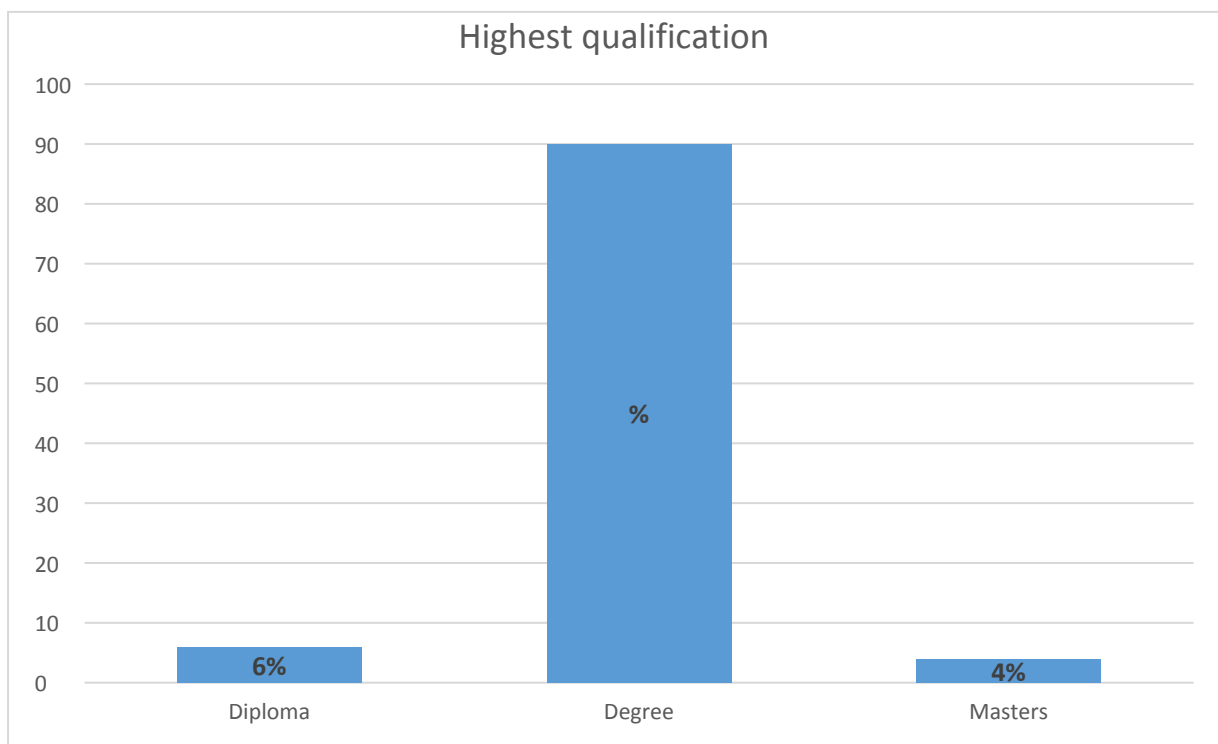


Figure 5.4: Highest qualification

According to Figure 5.4, (3) 6% of respondents obtained a national diploma, (45) 90% of respondents obtained bachelor's degrees, and (2) 4% of respondents obtained a master's degree. As far as the study is concerned, the results show that

the majority of the respondents have a minimum qualification as a requirement within the teaching fraternity. These findings indicate that study respondents comprehend the effects of school infrastructure on curriculum policy implementation.

The findings are consistent with Vuolo, Mortimer, and Staff (2016), who emphasise that, in the absence of complete information about job candidates' productivity, employers use educational qualifications as indicators of prospective employees' skills and abilities. Educational degrees can also be used to assess non-cognitive skills such as perseverance, self-regulation, and learning ability. Employers attract degree holders by offering higher wages in light of their presumed higher productivity. This indicates that employees with a bachelor's degree are thought to be well-informed and capable of articulating issues.

5.3.2. Qualitative data presentation and discussion

This study's qualitative data analysis was based on information provided by respondents in the Department of Basic Education within Mankweng Circuit during semi-structured interviews. The semi-structured interview questionnaire guide was divided into five sections, which are as follows: Section A included the biographical information discussed in section 5.3.1, while Section B focused on the state of school infrastructure in the Mankweng Circuit. Section C discussed the extent to which curriculum policy was implemented, and Section D discussed the relationship between school infrastructure and curriculum policy in the Mankweng Circuit. Section E discussed the measures that can be taken to improve school infrastructure in order to implement curriculum policies. Finally, Section F included comments from Mankweng Circuit officials on the state of the circuit's school infrastructure and curriculum policy implementation.

The data analysis themes were derived from the data collected under each research objective of the study. Since the data collected contained repetitions of school infrastructure, curriculum policy implementation, and basic facilities, this approach aided the researcher in the development of themes. The categories and sub-categories were discussed in order to address the relationship between the study's main themes. As a result, the interpretation and discussion of qualitative data is depicted below in accordance with the main themes.

5.3.2.1. The state of school infrastructure

- In response to a question about the state of school infrastructure in the Mankweng circuit, many respondents (46 out of 52) pointed out that there is a severe shortage of classrooms, which makes teaching and learning ineffective. There are also dilapidated mobile classrooms that are not temperature-friendly. Given that these schools are located near rural areas and informal settlements, their opinions were well articulated. Furthermore, other respondents (6 out of 52) described the state of infrastructure as average, stating that some schools have been renovated and that some facilities are available. For example, respondent 1 stated:

The school infrastructure in Mankweng Circuit is the most suitable space to learn. Classrooms are structured in a way that teaching and learning can take place, and there is sufficient space for 30 to 40 children per classroom. Adequate sanitary facilities (boys and girls).

Respondent 2 indicated that:

Mankweng is gradually becoming a fully-fledged high-tech circuit due to the resources being installed in the classrooms, e.g., projectors.

Respondent 3 emphasized that:

The state of school infrastructure in the circuit is not good. There are schools that use mobile classrooms, and those mobile classrooms don't have windows or doors. Learners and educators experience temperatures that make learning ineffective.

The above viewpoint serves to highlight respondents' level of engagement and understanding of the nature of the research problem under investigation. This clearly shows that the educators in the basic education department understand school infrastructure issues and are familiar with their surroundings. The results of this question show that the majority of the respondents understood the question because they were able to provide their input in an understandable manner.

According to the assertions made above, a serious problem in schools is a lack of infrastructure, particularly basic facilities. This notion is consistent with Gibberd's (2020) discovery that there are still schools in South Africa that lack basic facilities such as water and sanitation. Apartheid policies have left a legacy of severe infrastructure backlogs in black communities, whereas previously white schools have access to quality infrastructure such as laboratories, libraries, and sports fields.

- The lack of basic school facilities has a serious impact on the well-being of teachers and learners. According to the viewpoint expressed above, there are schools that lack basic facilities such as classrooms and proper sanitation. Skelton (2014) adds to this notion by stating that in 2013, there were still dilapidated schools in South Africa where learners were forced to attend in schools without proper water, sanitation, or electricity. When asked if they had access to adequate facilities to respond to the current curriculum, the majority of respondents (44 out of 48) said no. The respondents (4 out of 48) who agree that the circuit has adequate facilities have highlighted the fact that, thanks to technological advancement, they have projectors, laptops, smartboards, and adequate textbooks. For example, participant 1 stated that:

The school has outdoor waiting sheds, so outdoor lessons can be done under whatever conditions the weather permits. Overhead projectors in every classroom and a smartboard in some classrooms could allow a teacher to respond to the curriculum.

Respondent 2 said:

In my school, I can use technological devices such as a smartboard.

Participant 3 mentioned that:

I do have access to classrooms, textbooks and chalkboards. Although it is insufficient because learners are crowded.

According to the opinions expressed above, only a few schools within the circuit have access to some of the facilities. This is because the majority of respondents (48 out of 52) have stated that they do not have access to appropriate facilities that correspond to their curriculum. Furthermore, this demonstrates that the respondents are well-versed in their surroundings.

Respondents have stated that there are no adequate facilities in their schools to respond to the curriculum. This idea is consistent with the findings of Santika, Sowiyah, Pangestu, and Nurahlain (2021), who discovered that South Africa, as a developing country, still faces challenges to successful curriculum implementation due to inadequate school infrastructure. Teaching and learning cannot occur in an environment that is unsuitable for both the teacher and the learner.

According to the respondents' perspectives, it is difficult to implement curriculum and teach learners when there are no facilities available. This idea is consistent with Gallo's (2020) discovery that when school conditions are unfavourable due to a lack of facilities and resources, access to quality education that can change people's lives is hampered. This is evident in rural schools in Limpopo Province, where a number of learners have died and some have drowned in broken pit toilets.

- When asked about the importance of school infrastructure for curriculum policy implementation, the majority of respondents (48 out of 52) said that it promotes effective teaching and learning. Furthermore, it fosters an environment conducive to teaching and learning because having access to proper school infrastructure makes it easier to disseminate information to learners. For example, participant 1 stated:

School facilities that are well maintained prolong the life expectancy of the school buildings and other equipment, and this contributes to effective learning and teaching in schools.

Participant 2 indicated that:

Lesson practical and theoretical learning are essential and need to be performed in a conducive environment. Thus, learners need a proper learning space and equipment for better results.

Participant 3 said:

It helps to cope with new technological changes. It makes teachers systematic in delivering education. It helps make the curriculum relevant to the needs of the learners and society as a whole.

According to the respondents above, school infrastructure is an important component of curriculum policy implementation. The majority of respondents (48 out of 52) also stated that school infrastructure aids in teaching and learning and creates a conducive environment. While there is still concern about a lack of infrastructure in schools, it should be noted that it plays an important role in delivering curriculum content.

The respondents emphasised that the school infrastructure is critical to delivering rich curriculum content. When basic facilities are provided in schools, teaching and learning become more effective. Santika, Sowiyah, Pangestu and Nurahlain (2021) support this notion by discovering that school facilities and infrastructure help attract and retain teachers, improve student performance, and have a positive financial impact on the community.

The assertions made by the respondents above indicated that poor school facilities have an impact on learners' learning outcomes. This means that learners will not perform as well as they should, and the results will be poor. According to Gershberg (2014), inadequate school infrastructure has a negative impact on student learning and school outcomes. Many factors characterise the education system in many countries, including poor maintenance, registration difficulties, inadequate classrooms, and inefficiencies in government development and school construction, all of which contribute to infrastructure gaps.

5.3.2.2. The extent of curriculum policy implementation

- In response to the question of the extent of curriculum policy implementation in the circuit, most respondents (44 out of 52) indicated that curriculum policy implementation occurs on an average basis in the circuit. The problem is that there is insufficient infrastructure to support a smooth process. Other respondents (8 out of 52) stated that because Mankweng is a high-tech circuit, curriculum policy implementation is effective, with the majority of schools producing positive results. For example, participant 1 emphasised:

It has been found to be a challenging area of development. Negative teacher attitudes, overcrowded classrooms, and a lack of knowledge and support all contribute to the policy's ineffective implementation.

Respondent 2 said:

Principals demonstrate good curriculum planning and management by adhering to the following: Annual National Assessment Procedures, lesson plans, the LTSM catalogue, workshops, and CAPS documents.

Respondent 3 indicated that:

The current curriculum policy is not fully implemented as there are still a few gaps, especially because technological devices in most schools are not enough, e.g., laptops.

The assertions made above show that there is teaching and learning taking place as part of the curriculum implementation process, but there are still gaps that must be filled to ensure a smooth process. The findings also show that respondents, as the drivers of curriculum policy implementation, face challenges due to inefficient facilities in responding to technological advancements in teaching and learning. Curriculum policy implementation cannot take place in an environment that is unsuitable for teaching and learning, and the government bears the responsibility.

The findings show that there are still gaps that must be filled in order to successfully implement curriculum policies. This is informed by the fact that there has been an outcry regarding the issue of ensuring that proper facilities are available in schools to respond to the curriculum, but this appears to be a daunting task. This notion is consistent with Mbatha (2016), who reveals that despite the government's efforts to successfully implement curriculum policy, rural areas or townships are still characterised by a variety of challenges that have an impact on curriculum implementation in schools.

Gallo (2020) emphasises the issue of slow curriculum policy implementation as a result of poor infrastructure, finding that despite efforts to transform the curriculum and education policy after the apartheid regime, the injustices that black South Africans experienced under the apartheid regime remain the same. This could be seen as a continuation of inequity within the education system in terms of curriculum issues, teacher training, inadequate infrastructure, and funding distribution. It could

also highlight a misalignment of professional skills in the curriculum as well as a lack of educational attainment within the economic and employment sectors.

Maharajh, Nkosi and Mkhize (2016) support the preceding assertions by stating that curriculum changes in South Africa during the democratic era appear to be a serious challenge. As much as the new curriculum emphasises the learner-centred approach, it appears to be a daunting task for teachers. Curriculum changes have an impact on how teachers disseminate information and how learners retain information in the classroom. CAPS implementation has been fraught with difficulties due to a lack of subject specialists to assist teachers, particularly those teaching physical sciences and mathematics. As a result, a curriculum change necessitates the transformation and training of teachers in order to prepare them to carry out the task.

- In response to the question of challenges to successful curriculum policy implementation in the circuit, the majority of respondents (34 out of 52) indicated that the main challenge is educators' lack of commitment and attitude. Other respondents (18 out of 52) have mentioned that the other issue is learner absenteeism and bad behaviour. Furthermore, access to school infrastructure such as textbooks, classrooms, and technological devices is inefficient. For example, respondent 1 stated:

Poor teacher capacity for successfully implementing the curriculum and the availability of necessary resources are some of the contributing factors. Major barriers to ineffective curriculum implementation are a lack of human, physical, and financial resources.

Respondent 2 emphasized that:

There is a shortage of teaching and learning resources, the workload of teachers, the training of managers to manage the transition of the new curriculum, and a lack of in-service training on this new curriculum for teachers and staff.

Respondent 3 said:

The challenges are a lack of budget for providing proper infrastructure and learning equipment, overcrowding of learners in classrooms, and a shortage of teachers.

According to the findings, there is a significant challenge in school infrastructure for successful curriculum implementation. Another issue is a lack of stakeholder involvement, because curriculum implementation cannot take place without a learner and a teacher. Given the ever-changing nature of technology, it is clear that the success of curriculum implementation is dependent on the commitment of relevant stakeholders and the availability of resources.

Mbatha (2016) highlights some major challenges to implementing that curriculum policy, as identified by most teachers and heads of departments who are affected, particularly in rural and township areas. The challenges that remain include a lack of resources due to budget constraints, a lack of access to technological equipment such as computers, the internet, and teaching aids, a lack of professional development such as teacher experience and expertise, and curriculum implementation that is perceived to be time consuming.

According to Mogale and Modipane (2021), based on the finding that there is poor implementation of curriculum policy, there are many policies within the education system that are developed to address educational challenges around the world, but what remains a challenge is their implementation. The South African government is still dealing with poor curriculum policy implementation. It has also been reported that many teachers are having difficulty implementing the Curriculum and Assessment Policy Statement (CAPS) due to a lack of training. Furthermore, no safe schools or conducive school programmes have been implemented in the Limpopo Province.

- Almost all respondents (51 out of 52) said yes when asked if they wanted to be involved in the successful implementation of a better curriculum policy. This indicates that educators are actively involved in the curriculum implementation process. This is a good sign because the success of curriculum implementation is also dependent on educators' active participation. They can participate by teaching and learning or by influencing the process's effectiveness entirely. There was only one who said no:

The Department of Basic Education just imposes; we are not involved in decision-making.

Based on one participant's discovery of not being involved in the process of curriculum policy implementation Dhlomo and Mawere (2020) emphasise that the curriculum must be put on hold until teachers are taught and informed about how to implement it, because curriculum implementation will fail if teachers are not properly trained. As a result, curriculum policy implementation cannot occur without the participation of teachers; therefore, the department must ensure that teachers are well informed by sending them to trainings, workshops, and seminars.

5.3.2.3. The relationship between school infrastructure and curriculum policy

- In response to the question of what informs the success of curriculum policy implementation, most respondents (40 out of 52) indicated that the availability of proper school infrastructure, such as access to classrooms, laboratories, and technological devices, informs the success of curriculum policy implementation. Other respondents (12 out of 52) alluded to it being informed by learner progression, which means that it will be determined by the quality of results produced by the learners. Finally, stakeholder involvement is critical to successful implementation. For example, participant 1 stated:

The success of curriculum policy implementation is informed by good infrastructure and human resources, clear and structured policies, and collaboration and coordination between all stakeholders.

Respondent 2 indicated that:

High percentage pass rate in schools and circuits. The interaction of curriculum change, teacher competence, and learner and class characteristics.

Respondent 3 said:

The success of curriculum policy implementation is determined by the progression of learners to higher institutions of learning and creating solutions.

According to the respondents' perspectives, the failure of curriculum policy implementation is due to a lack of proper school facilities and infrastructure maintenance. They also stated that if learners perform poorly or do not progress, this results in ineffective curriculum policy implementation. Finally, one of the most important aspects that could be beneficial in the implementation process is the involvement of all relevant stakeholders.

The findings above indicate that the availability of school facilities influences the success of curriculum policy implementation. This belief is consistent with the findings of Irreson, Evans, Redmond and Wedell (1989), who discovered that curriculum development is primarily a school-based innovation that includes discussions with teachers about content selection and placement, as well as methods, resources, and lesson plans. As a result, it is critical to ensure that schools have adequate resources to respond effectively to the curriculum.

The results show that the availability and quality of resource materials, as well as the availability of appropriate facilities, have a significant impact on curriculum delivery. According to Mokaya (2013), when there is proper hygiene maintenance in schools, learners become attracted and motivated to contribute good academic performance. When learners have access to appropriate facilities, they are more likely to perform well because they enjoy the environment in which they are learning.

The findings also show that the quality of education manifests itself in a well-developed schooling environment with all of the necessary basic facilities. This viewpoint is consistent with Soobrayan (2012), who discovered that the quality of school buildings is important for education and efforts to improve educational content. Quality facilities offer teachers and learners a supportive environment that can adapt to changing needs and truly improve learning and education.

- When asked about the impact of school infrastructure on learner progress, most respondents (45 out of 52) agreed that if the school infrastructure is in good condition, learners are more focused and dedicated, resulting in higher-quality results. Other respondents (7 out of 52) shared that when the school infrastructure is poor, learners become demoralised, and some drop out because the learning environment is not conducive to their success. For example, participant 1 stated that:

Adequate resources such as laboratories, libraries, and classrooms are needed for student progress. The absence of this infrastructure inhibits further learning, as some practical work needs experimental output.

Respondent said:

Infrastructure can either slow or enhance learning progress. For instance, if the infrastructure is not well developed to match the needs of the curriculum, it will have a great impact on the results.

Respondent emphasised that:

The effects of poor infrastructure in schools can also be seen in learners' dropout rates and low teacher retention rates.

The assertions made above clearly show that school infrastructure is extremely important in the learning environment. If the infrastructure is inadequate, it poses serious risks to teaching and learning for both the learner and the teacher. Furthermore, if the infrastructure is in good condition, it will produce high-quality results from learners.

The findings show that learner progress is heavily influenced by the availability of school infrastructure such as classrooms, sanitation, and libraries. The inefficiency of basic facilities leads to poor learning outcomes because learners' rights are violated by a lack of access to adequate facilities. Mpu and Adu (2021) support this notion by stating that the term inclusive education refers to an education system in which all learners are fully accepted and included, which appears to be a problem in South Africa. As a result of a lack of classrooms, a lack of resources has proven to be a barrier to effective learning.

5.3.2.4. Measures to improve school infrastructure on curriculum policy implementation

- In response to the question of strategies used to ensure successful curriculum policy implementation, the majority of respondents (43 out of 52) indicated that management should develop a system of assessments, reporting, and work evaluation. Other respondents (9 out of 52) have stated that there is a need to consult all relevant stakeholders, such as the SGB and community members, in

order to develop measures that will aid in infrastructure improvement. For example, respondent 1 stated:

Principals should create an academic improvement plan that includes assessment frequency. The minimum amount of written work per subject grade per week Monitoring by SMT and principal and reporting to parents.

Respondents 2 indicated that there is a need to:

Adhere to departmental policies on each subject, i.e., extra lessons during holidays and weekends by both the department and school.

Respondent 3 said:

Develop learning targets and common formative assessments; continue the development of curriculum improvements.

The views expressed above clearly demonstrate the need for management to develop a system that will encourage stakeholder involvement while ensuring that there are roosters in place to foster cooperation. In order to create a successful curriculum, the department must also ensure that their staff is motivated to follow all of the established guidelines.

According to the assertions made above, teachers play a critical role in curriculum policy implementation, and as such, they must be provided with the necessary support to remain motivated. This idea is consistent with the findings of Mahrajh, Nkosi and Mkhize (2018), who discovered that there is a need to ensure that teachers receive training on how to develop their own material resources. These will include time-consuming profiling and tracking, discussion of project groups with learners, classroom construction, and teacher cooperation.

The views expressed above emphasise the importance of the department taking the initiative to ensure that all stakeholders are involved in attempting to resolve the challenges of school infrastructure and curriculum policy implementation. Amin and Mahabeer (2021) back this up by stating that it is the government's responsibility to provide quality education and that it is critical to highlight the context in which the schooling environment and curriculum should be designed prior to the COVID-19 strike.

- In response to the question of possible measures to improve school infrastructure, most respondents (29 out of 52) stressed the importance of enlisting the help of other stakeholders and private companies through partnerships and donations. Other respondents (23 out of 52) have stated that the government should invest more funds in the department of basic education, particularly in school infrastructure. For example, respondent 1 stated that:

The building of classrooms, laboratories, and other equipment with quality infrastructure facilities for better instruction improves learner outcomes and reduces dropout rates.

Respondent 2 said:

Private-public partnerships, as well as the involvement of non-governmental organizations (NGOs) and local communities, will go a long way toward improving school infrastructure.

Respondent 3 said:

Where possible, communities should be given the chance to make inputs either in the form of funds or through donations specifically for infrastructure.

The assertions made above have indicated that to improve the school infrastructure, there is a need for the management to foster a system that will ensure that there is a channel for reporting, evaluation, and monitoring. There is also a need to engage private companies to make donations to the government.

The findings reveal that there is a lack of funding for improving school infrastructure, and the government needs to work tirelessly to generate funds. This also necessitates management's commitment and dedication to recognizing the importance of school infrastructure in curriculum policy implementation. This notion is consistent with Tabe, Heystek and Warnich's (2021) finding that the South African education system is characterized by low-quality systems that lack visionary leaders to rectify the challenges of resources in order to respond to effective learning. If there are adequate resources to facilitate learning, it becomes easier to deal with the proper management of curriculum, monitoring, and evaluation.

7.3.2.5. Discussion and interpretation from the Mankweng circuit officials

On the question of teachers' contributions to curriculum policy implementation, the majority of respondents (7 out of 10) agreed that teachers contribute to the success of curriculum policy implementation through teaching and learning. Other respondents (3 out of 10) mentioned that they contribute by establishing extracurricular activities in the school and ensuring that information is effectively transferred to the learners. Respondent 1 stated:

Every teacher is assigned to a subject for which he or she is qualified, with a major in that qualification. We subject them to development workshops every year.

Respondent 2 said:

They contribute by teaching learners and assigning assessment tasks.

Respondent 3 said:

Teachers are doing extra lessons and monitoring all learners in the school.

Based on the assertions made above, it is clear that teachers are only involved in curriculum policy implementation through teaching and learning. Curriculum policy implementation is a large process that includes not only teaching and learning but also workshops, debates, and decision making. As a result, it is critical that the Department of Basic Education deems it appropriate and necessary to include teachers as drivers of the curriculum implementation process throughout the process.

When it comes to the state of the circuit's infrastructure, most officials (8 out of 10) have stated that there is still a severe lack of proper infrastructure in the circuit. Other respondents (2 out of 10) stated that while some of the schools have access to infrastructure, it is dilapidated and needs to be properly maintained. It should also be noted that only a few schools have been identified as having access to infrastructure. For example, respondent 1 stated:

There is a dire shortage of infrastructure, with more than 70% of schools overcrowded. Many schools have mobile classrooms that also carry over their capacity.

Respondent 2 said:

The infrastructure is not up to expectations; schools are running short of equipment, such as laboratories and libraries.

Respondent 3 said:

It is not appalling as we don't have the administration offices, and there are fewer classrooms where more than 80 learners are cramped in one class.

The views expressed by officials in the circuit are similar to those expressed by educators regarding the state of school infrastructure. It is clear that most of the schools in the circuit face difficulties in providing basic facilities such as classrooms and libraries, which are critical to teaching and learning. As a result, the department faces a significant challenge in addressing the inefficiencies and injustices in these schools' infrastructure.

When asked whether the current curriculum is compatible with the existing school infrastructure, the majority of respondents (7 out of 10) said no. They have stated that there are subjects in the school that require special accommodations but are not provided for. Others (3 out of 10) have stated that the available facilities do not correspond to current technology, forcing them to use outdated teaching methods. For example, respondent 1 stated:

There are subjects that need practical experiments, but we do not have laboratories for experiments, e.g., agricultural, physical, and life sciences.

Respondent 2 said:

With a number of learners who are physically challenged, we need modern facilities to accommodate them. Ablution facilities, especially women need better equipped toilets.

Respondent 3 said:

Many learners have no textbooks, which forces educators to use the old method of teaching.

The assertions made above clearly show that there is still a gap that needs to be filled to ensure that school infrastructure responds to curriculum. It has been reported that even basic school facilities are still in high demand, indicating that

much work remains to be done to ensure a conducive environment for teaching and learning.

In response to the question of challenges encountered by the circuit during curriculum policy implementation, most respondents (9 out of 10) continue to emphasize that the circuit's lack of proper infrastructure is a stumbling block to curriculum policy implementation. Respondent number one stated:

Lack of textbooks, infrastructure that is accommodating to teaching and learning, and moving from old to new methods.

Respondent 2 said:

Our overcrowded schools make it difficult to reach all learners and assist them as individuals.

Respondent 3 said:

Congested classrooms, educators crammed into a classroom that serves as a staffroom rather than an administration office.

The perspectives expressed above point to infrastructure as a barrier to successful curriculum policy implementation. Furthermore, there is a widespread concern that the existing infrastructure is outdated, making it difficult to implement curriculum policies with advanced methods and strategies.

Most respondents (7 out of 10) indicated that steps had been taken to engage management in order to assist in realizing the problem and taking action to resolve it when asked about measures taken to improve the school infrastructure. However, it appears that the department has not made a commitment to resolving the issues of school infrastructure despite easy stunts taken to engage them. For example, respondent 1 stated:

We tried to talk to the department of education but failed. Trying to use norms and standards also failed.

Respondent 2 said:

The integration of ICT in schools has assisted in improving the quality of teaching and learning.

In line with what many respondents have said about the scarcity of school infrastructure, particularly technological devices, this measure appears to favour only a few schools.

Respondent 3 said:

Donations have been applied for, and the department of education has been approached.

Based on the measures taken by the circuit officials to improve the school infrastructure, the issue of lack of commitment from the department's management appears to be recurring. This is clearly indicated by some of the respondents on numerous occasions when I attempted to engage them. The Department of Basic Education must engage their schools and make an effort to assist them by addressing the shortage of basic school facilities.

5.3.3. Summary of qualitative findings

The overall findings of the qualitative data analysis conducted as a primary source through semi-structured interviews are summarised below.

- There is a severe lack of school infrastructure in the Mankweng Circuit, particularly basic facilities. This has a negative impact on teaching and learning and has undesirable outcomes on learners.
- School infrastructure is very important in the sense that it is a tool that is used to facilitate teaching and learning. The availability of appropriate school infrastructure is critical in achieving desired learner outcomes.
- When it comes to curriculum policy implementation, there is a slow pace or ineffective involvement of other relevant stakeholders, resulting in an ineffective process.
- There is a significant mismatch between available infrastructure and curriculum policy implementation. This is due to inefficient access to technological devices, as technology evolves and teaching methods must evolve.
- The extent of curriculum policy implementation is severely hampered by deteriorating infrastructure, which makes it difficult to facilitate teaching and disseminate information to learners.

- The results indicate that measures were taken to improve the school infrastructure in the circuit. However, the problem that continues to resurface is the lack of commitment and response from the Department of Basic Education in dealing with the challenges.

5.4. CONCLUSION

This chapter discussed qualitative data analysis and research findings interpretation. The data presentation and analysis followed the method of generating themes and sub-themes to classify patterns and trends in order to accomplish the research study's aim and objectives. The study's conclusions and recommendations are presented in the following chapter. As a result, the conclusions and recommendations drawn from primary data in this study are taken into account.

CHAPTER 6

CONCLUDING REMARKS AND RECOMMENDATIONS

6.1. INTRODUCTION

The previous chapter discussed data analysis, interpretation, and findings. This chapter presents the study's concluding remarks and recommendations on the effects of school infrastructure on curriculum policy implementation in the Mankweng Circuit within the context of the Department of Basic Education. The study's concluding remarks and recommendations are based on the research objectives and findings obtained from primary data.

6.2. CONCLUDING REMARKS

The previous chapter's data analysis and findings aided the researcher in reaching study conclusions. The study's aim was to look into the effects of school infrastructure on curriculum policy implementation in the Mankweng Circuit, as part of the Department of Basic Education. The method was used to generate ideas for how to improve the school infrastructure in order to successfully implement curriculum policies. The study used a qualitative research approach with semi-structured interviews to elicit respondents' in-depth opinions about the subject under investigation.

Purposive sampling was used to select respondents from various schools in the Mankweng Circuit within the Department of Basic Education. The respondents (50) included 10 educators per school, 4 principals per school, and 6 Mankweng circuit

officials. As the primary data source, semi-structured interviews were used as the data collection method. The researcher was successful in completing all of the study's objectives. Based on the study's objectives, the following study conclusions were drawn.

6.2.1. The state of school infrastructure

The main aim was to analyse the state of school infrastructure in the Mankweng Circuit in order to better understand the learning environment. The objective was accomplished because it was supported by the literature review in Chapter 3 of the study outlining the norms and standards of school infrastructure. The theories in Chapter 3 have also backed up the literature on how school infrastructure should be designed.

The literature also discussed the impact of COVID-19 on school infrastructure, as this pandemic has had a significant impact on many aspects around the world. Given the state of disaster, one of the issues with delivering curriculum content was the school infrastructure. According to Maree (2022), finding enough classrooms and desks to accommodate learners during the COVID-19 was a major challenge for most South African schools because learners were expected to maintain social distance.

The study's findings indicate that there is a significant gap in school infrastructure that needs to be filled. Despite the government's efforts to correct past injustices, including in education, the issue of school infrastructure remains the most difficult. The findings are consistent with Skelton's (2014) assertion that in 2013, there were still dilapidated schools in South Africa, where learners were forced to attend classes in facilities lacking proper water, sanitation, and electricity.

The findings indicate that there is also an inequality in school infrastructure in these schools, as some learners have access to basic facilities while others do not. This assertion has been revealed because an emphasis was placed on the fact that technology is changing, so there is a need for technological devices for teaching and learning. According to the study, only a small percentage of learners had access to technological devices such as laptops, projectors, and smartboards, as some schools did not have them.

According to the findings, the majority of these schools lack basic facilities such as classrooms, sanitation, and libraries. Some have been crammed into overcrowded mobile classrooms, which are typically used as a temporary structure. The idea was supported by literature (Gibberd 2020), where a discussion revealed that there are still schools in South Africa that lack basic facilities such as water and sanitation. Apartheid policies have left a legacy of severe infrastructure backlogs in black communities, whereas previously white schools have access to quality infrastructure such as laboratories, libraries, and sports fields.

6.2.2. The extent of curriculum policy implementation

The main objective was to assess the extent of curriculum policy implementation in Mankweng Circuit, within the context of the Department of Basic Education, in order to gain a better understanding of the pace of implementation and the challenges involved. The objective was met with success, as evidenced by the literature in Chapter 3. The literature review backed up the objective and focused on how curriculum policy implementation should be carried out.

According to the literature, there is a slow pace of curriculum policy implementation due to a lack of adequate school facilities to drive teaching and learning. It was also noted that apartheid's colonial system left a mark, particularly on school infrastructure. This idea is supported by literature (Hues, 2011), which claims that the need to transform the education system was influenced by the apartheid legacy, which lasted 46 years.

The findings indicate that the majority of educators lack proper knowledge and skills on how to disseminate information to learners given the current curriculum, which contributes to the ineffective implementation of the curriculum policy. This is further influenced by evolving technology, which requires educators to transform and transition from traditional to modern teaching methods. The idea is supported by literature (Letshwene & Du Plessis, 2021), where the discussion emphasised that as the world changes, so must the curricula.

The findings indicate that the slow pace of curriculum policy implementation is due to a failure to involve all relevant stakeholders who are critical in implementing the curricula. Curriculum policy implementation cannot be an isolated process; therefore, all relevant stakeholders must be involved and participate in decision making.

Teachers need help from community members, parents, and other stakeholders to deliver the curriculum.

6.2.3. The relationship between school infrastructure and curriculum policy implementation

The main objective was to analyse the relationship between school infrastructure and curriculum policy implementation as the two most important aspects of the learning environment. To comprehend the relationship between the two aspects and how they interact. The objective was fulfilled, and the literature in Chapter 3 supported it.

According to the literature, school infrastructure has a significant impact on curriculum policy implementation. It was also raised that a lack of proper school infrastructure could lead to a failure of curriculum implementation. In order to deliver the rich curriculum content, schools must have access to proper basic facilities. This idea is supported by literature (Soobrayan, 2012) in the discussion that the quality of school buildings is important for education and that efforts to improve educational content and quality facilities provide teachers and learners with a supportive environment that can meet changing needs and truly enhance learning and education.

The findings reveal that there is a dire shortage of school infrastructure as a result that affect the curriculum implementation. The emphasis was that due to technological advancement, there is a need for schools have access to technological devices that will make teaching and learning effective. This problem has resulted in mismatch between school infrastructure and curriculum content.

The results indicated that there is also inequality in terms of school infrastructural facilities in these schools, as some of the school are well advanced and others are still struggling to get access to basic facilities such as classrooms. Lack of access to proper school facilities results in poor academic outcomes as it is very difficult to teach and learn in an environment that is not conducive. This notion is supported in literature (Amid & Mahabeer, 2021) in the discussion that the other problem with the curriculum is the issue of quality and quantity curriculum content, lack of textbooks, lack teacher pedagogy and poor curriculum coverage.

The findings revealed that there are schools that still struggle to get access to laboratories and libraries. This inefficiency create a problem as there are some subjects in the curriculum that requires practical and experiments i.e. physical sciences, life sciences and agricultural sciences. If there is no access to these facilities it becomes difficult for teachers to disseminate information to learners in practicality.

6.2.4. Measures to improve school infrastructure and curriculum policy implementation

The objective was to investigate measures that could be implemented to improve school infrastructure and curriculum policy implementation as tools to improve the education system and provide a better future for learners. In Chapter 3, the objective was successfully interrogated and supported by literature. Some of the possible solutions and strategies for improving school infrastructure and curriculum content were highlighted in the literature.

The literature revealed that there is a need to comprehend and consider the advancement of technology and the 4IR (Fourth Industrial Revolution) in the current context. This notion is backed by literature (Sekhakhane, Govendera and Maphalala, 2021) in the discussion that the South African education system should take the initiative to equip learners with computer skills, as online learning has become the norm today. Recent schools must use the fourth Industrial Revolution (4IR) to improve and transform the education system in order to respond to market needs while also ensuring that teachers across the curriculum implementation are well equipped with digital teaching methods in order to engage in lifelong learning.

According to the findings, there is a need to ensure that teachers are knowledgeable and understand what is expected of them when it comes to teaching. The Department of Education must take the initiative to send teachers to trainings, workshops, and seminars that will help them deliver lessons in the digital age. It should be noted that curriculum policy implementation cannot take place without the involvement of a teacher because they are important assets that must be supported.

According to the findings, there is a need to mobilise resources by involving other stakeholders. This can be accomplished by forming networks and partnerships with private companies, members of the community, and business people. There is a

need to raise funds to invest in school infrastructure in order to create a conducive environment for teaching and learning.

6.3. RECOMMENDATIONS

In accordance with the findings of this study's qualitative data and literature review, there is a need to improve school infrastructure to ensure the successful implementation of the curriculum policy. In this regard, the researcher made the following recommendations for curriculum policy implementation based on the school infrastructure.

6.3.1. The state of school infrastructure

After it was discovered that there is a severe shortage and deterioration of school infrastructure in the Mankweng Circuit, the Department of Education must ensure that funds are invested in school infrastructure and maintenance.

Schools must have access to basic facilities such as water, sanitation, and classrooms; failure to do so can result in health risks or poor academic performance. Gibberd (2007) suggests the School Infrastructure Performance Indicator System as a strategy for improving the overall quality of school infrastructure. The integrated performance model was created as a strategy for improving performance in three areas: infrastructure, program, and people. The following criteria were used to assess performance in these areas.

- Infrastructure

To achieve desirable results, the infrastructure must be in good condition. This includes making sure that school buildings are weatherproof, structurally sound, have low operating costs, and are spatially and resource efficient.

- Programme

The Department of Basic Education should ensure that the existing infrastructure can support the activities that must be carried out in schools. In other words, school infrastructure should be compatible with the current curriculum as well as advanced modes of teaching and learning.

- People

The department should ensure that the infrastructure is healthy, comfortable, and productive, and that their basic needs are met. It should also ensure that human rights are safeguarded and respected.

6.3.2. The extent of curriculum policy implementation

On the finding that there are challenges with implementing the curriculum policy within the Mankweng Circuit, it is recommended that the Department of Basic Education devote more attention to improving school infrastructure, as it was identified as one of the factors contributing to the failure of curriculum policy implementation.

Following consultation with educators and officials, it was recommended that the department create an environment in which all stakeholders are engaged. This initiative will benefit the department because these stakeholders will provide feedback or strategies to improve the school's infrastructure. It was also suggested that workshops and development strategies be implemented to prepare educators for successful curriculum implementation. The following are some possible strategies.

- The Department of Basic Education must first identify the learners' needs. People must adapt to new ways of doing things in an ever-changing technological environment. This means that learners are also impacted by technological advancements and must transition to more advanced learning methods. Learning becomes difficult if proper facilities are not available in the schooling environment. The department must invest in purchasing technological devices so that information can be effectively disseminated to learners.
- The Department of Basic Education is required to prioritise infrastructure because teaching and learning cannot take place in an unsafe and unhealthy environment. This means that an insufficient access to school infrastructure has a negative impact on curriculum policy implementation.
- A collaborative approach or partnership could help the Department of Basic Education improve school infrastructure. This strategy relies on gathering resources and establishing networks with private companies, community

members, and non-profit organisations. This is referred to as stakeholder involvement.

- The Department of Basic Education should take the lead in organising workshops, seminars, and teacher training. This approach will help teachers learn new information and adapt to new advanced technological methods. This is also influenced by technological advancements, which necessitate the adaptation of all humans to new methods.

6.3.3. The relationship between curriculum policy implementation

On the finding that there is a significant mismatch between available infrastructure and curriculum within the Mankweng circuit, it is recommended that the Department of Basic Education launch an initiative to raise funds to improve school infrastructure. It is also suggested that all stakeholders participate in the development of the curriculum and school infrastructure.

The Department of Basic Education should work with educators to understand the issues they face on a daily basis. It has been noted that there is a significant gap between the infrastructure available in schools and the curriculum. The issue is that technology has evolved, requiring educators to shift from traditional teaching methods to new ones. Unfortunately, there are no technological devices in these schools that are compatible with the curriculum.

The Department of Basic Education's most important strategy is to raise funds through donations and partnerships. This necessitates the department collaborating with private companies, business owners, and the general public to map out ways to improve school infrastructure.

The Department of Basic Education should consider forming a team of experts to deal with school infrastructure. Their responsibilities will begin with inspecting the state of school infrastructure, mapping solutions to the problem, approaching various stakeholders and private entities for funding, and finally dealing with school maintenance.

6.4. LIMITATIONS OF STUDY

The qualitative research design was used in the study. Like any other study, there were challenges throughout the research process. The study used a semi-structured

interview because it required direct contact with the respondents, and some of them were unable to participate. Another issue is that the study's population was made up of educators, and because the data was collected during exam preparation, most of them were extremely busy. It was also difficult to schedule an appointment with the officials because they were also preoccupied with exam preparations. Some respondents were hesitant to participate because the study was so descriptive.

6.5. CONCLUSION

This chapter concluded with remarks and recommendations on the effects of school infrastructure on curriculum policy implementation in the Mankweng Circuit in the context of the Department of Education. The study's recommendations on how to improve school infrastructure to ensure successful curriculum policy implementation were well articulated and presented.

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APPENDIX 1: CONSENT FORM

My name is Pillay Rosinah Modikoa, and my contact details are: student number 201609643, email address pillayrosina@gmail.com. I am currently studying at the University of Limpopo, doing a Master of Public Administration and Management. My supervisor is Dr M.L Shipalana, and his contact details are: email address lukship@gmail.com. I am doing research on the 'Effect of school infrastructure on curriculum policy implementation': A case study of Mankweng Circuit.

I therefore humbly request that you participate in my research study. This participation entails the answering of a few questions so that I may understand the research topic in depth. This research project is only for academic purposes. If you choose to participate, all your responses will remain anonymous and confidential. No personally identifying information will be collected. Your participation is voluntary, and you may choose to withdraw from it at any stage for any reason. There will be no objective benefits to you if you choose to participate, and there are no known risks involved.

Your participation will be highly appreciated.

I (Participant name and surname) voluntary agree to participate in this research. I fully understand the above information.

Signature of research participant Date.....

I..... (Researcher name and surname) believe that the participant is giving informed consent to participate in this study.

Signature of a researcher Date.....

APPENDIX 2: SEMI-STRUCTURED INTERVIEW GUIDE

INVESTIGATING THE EFFECT OF SCHOOL INFRASTRUCTURE ON CURRICULUM POLICY IMPLEMENTATION: A CASE STUDY OF MANKWENG CIRCUIT.

SECTION A: BIOGRAPHICAL INFORMATION

Please provide the following biographical information by means of an X in the appropriate box.

1. What is your gender?

Male	
Female	

2. What is your age group?

25-30	
-------	--

31-35	
36 and above	

3. Year of service?

1-2 years	
2-3 years	
3 years and above	

4. What is your qualification?

Diploma	
Degree	
Masters	
Doctoral	

SECTION B: THE STATE OF SCHOOL INFRASTRUCTURE IN MANKWENG CIRCUIT.

5. In your opinion, what is the state of school infrastructure in Mankweng circuit?

.....

.....

.....

6. In your own opinion, do you have access to proper school facilities to respond to the current curriculum?

Yes	
No	

6.1. If yes, substantiate your answer?

.....

.....

.....

7. In your opinion, what is the importance school infrastructure on curriculum policy implementation?

.....
.....
.....

SECTION C: THE EXTENT OF CURRICULUM POLICY IMPLEMENTATION IN MANKWENG CIRCUIT.

8. In your own opinion, what is the extent of curriculum policy implementation in Mankweng circuit?

.....
.....
.....

9. In your opinion, what are the challenges towards successful curriculum policy implementation?

.....
.....
.....

10. Are you effectively involved towards the successful implementation of a better curriculum policy?

Yes	
No	

10.1 If no, state the reason.

.....
.....
.....

10.2. If yes, elaborate your answer.

.....
.....
.....

SECTION D: THE RELATIONSHIP BETWEEN SCHOOL INFRASTRUCTURE AND CURRICULUM POLICY IN MANKWENG CIRCUIT.

11. In your opinion, what informs the success of a curriculum policy implementation?

.....
.....
.....

12. What is the impact of school infrastructure on learner progress?

.....
.....
.....

SECTION E: MEASURES THAT CAN BE ADOPTED TO IMPROVE SCHOOL INFRASTRUCTURE TOWARDS CURRICULUM POLICY IMPLEMENTATION

13. Which strategies did you adopt to ensure the successful curriculum policy implementation?

.....
.....
.....

14. What are the possible measures that can be applied to improve school infrastructure?

.....
.....
.....

SECTION F: THIS PART IS APPLICABLE ONLY TO MANKWENG CIRCUIT OFFICIALS.

15. How do teachers contribute towards curriculum policy implementation in the circuit?

.....
.....
.....

16. What is the state of school infrastructure in the circuit?

.....
.....
.....

17. Does the current curriculum match the school infrastructure available in the circuit?

Yes	
No	

17.1 If no, please explain why?

.....
.....
.....

17.2 If yes, please explain why?

.....
.....
.....

18. What are the challenges faced by the circuit during the implementation of curriculum policies?

.....
.....
.....

19. What measures have you adopted to improve the school infrastructure?

.....
.....
.....

End of the interview.

Thank you for your participation.

MAMETLETŠO 1: FOROMO YA TUMELELO

Leina la ka ke Pillay Rosinah Modikoa, moithuti ka go la Yunibesithi ya Limpopo. Ke ithutela tikrii ya Master of Public Administration and Management. Nomoro ya ka ya moithuti ke 201609643 mola e-meile e le pillayrosina@gmail.com. Tikrii ye ke menenkane le yona ka tlase ga mohloholetši Ngaka M.L Shipalana, woo le ka go ikgokaganya le yena ka tsela ye: e-meile: lukship@gmail.com.

Ke dira dinyakišišo ka sehlogo seo se rego “*Effect of school infrastructure on curriculum policy implementation: A case study of Mankweng Circuit*” (Seabe sa mananeotheo a kago a dikolo go phethagatšo ya molawana wa lenaneo-thuto: Thuto ya mohlala ya Sedikothuto sa Mankweng).

Ka gona, ka boikokobetšo ke kgopela gore o tšee karolo go dinyakišišo tše. Go tšea karolo mo go akaretšwa go araba dipotšišo tše mmalwa gore ke kgone go kwešiša sehlogo sa nyakišišo ye ka botlalo.

Modiro wa nyakišišo ye o beakantšwe feela bakeng sa morero wa thuto. Ge e ba o na le kgahlego ya go tšea karolo, diphetolo tša gago ka moka di ka se tsebagatšwe ebile e tla ba khupamarama.

Ga gona tshedimošo ya go hlaola motho yeo e tlogo kgoboketšwa.

Go tšea karolo ga gago ke ga boithaopo gomme o ka kgetha go ikogela morago go tšea karolo legatong lefe goba lefe ka lebaka lefe goba lefe. Go ka se be le mehola ye e nago le nepo go wena ge o kgetha go tšea karolo gomme ga go na dikotsi tše di tsebjago tše di akaretšwago.

Go tšea karolo ga gago go tla amogelega kudu.

Nna (Leina la motšearolo le sefane) ka boithaopo ke dumela go tšea karolo nyakišišong ye. Ke kwešiša ka botlalo tshedimošo yeo e lego ka mo godimo.

Mosaeno wa motšearolo wa nyakišišo.....
Letšatšikgwe di.....

Nna..... (Leina la monyakišiši le sefane) ke dumela gore motšearolo o fa tumelelo ye e nago le tsebo ya go tšea karolo nyakišišong ye.

Mosaeno wa monyakišiši..... Letšatšikgwe di

MAMETLETŠO YA 2: LELOKELELO LA DIPOTŠIŠO TŠEO E SEGO TŠA SETŠHABA

[INVESTIGATING THE EFFECT OF SCHOOL INFRASTRUCTURE ON CURRICULUM POLICY IMPLEMENTATION: A CASE STUDY OF MANKWENG CIRCUIT].

GO NYAKIŠIŠA SEABE SA MANANEOTHEO A KAGO A DIKOLO GO PHETHAGATŠO YA MOLAWANA WA LENANEO-THUTO: THUTO YA MOHLALA YA SEDIKOTHUTO SA MANKWENG.

KAROLO YA A: TSHEDIMOŠO YA TAODIŠOPHELO

Hle fana ka tshedimošo ye e latelago ya taodišophelo ka go diriša X ka lepokising la maleba.

20. Bong bja gago ke bofe?

Monna	
Mosadi	

21. Sehlopha sa gago sa mengwaga ke eng?

25-30	
-------	--

31-35	
36 go ya godimo	

22. Ngwaga wa tirelo?

Mengwaga ye 1-2	
Mengwaga ye 2-3	
Mengwaga ye 3 go ya godimo	

23. What is your qualification?

Diploma	
Tikrii	
Masetase	
Bongaka	

KAROLO YA B: BOEMO BJA MANANEOTHEO A KAGO A DIKOLO KA SEDIKOTHUTO SA MANKWENG

24. Go ya ka wena, maemo a mananeotheo a kago a dikolo go la Sedikothuto sa Mankweng ke afe?

.....

.....

.....

25. Ka kgopolo ya gago, na o na le phihlelelo ya meago ya maleba ya sekolo go arabela lenaneo-thuto la bjale?

Ee	
Aowa	

25.1. Ge e ba ee, tiišetša karabo ya gago.

.....

.....

.....

26. Go ya ka wena, ke bohlokwa bofe mananeotheo a kago a sekolo a nago nabjo phethagatšong ya molawana wa lenaneo-thuto?

.....
.....
.....

KAROLO YA C: BOKGOLENG BJA PHETHAGATŠO YA MOLAWANA WA LENANEO-THUTO MO SEDUKOTHUTO SA MANKWENG

Go ya ka wena, ke tekanyo efe ya phethagatšo ya molawana wa lenaneo-thuto Sedukothutong sa Mankweng?

.....
.....
.....

27. Go ya ka wena, ke ditlhohlo dife go ya go phethagatšo ya molawana wa lenaneo-thuto leo le atlegilego?

.....
.....
.....

28. Na o kgatha tema ka bokgabane go phethagatšong ye e atlegilego ya molawana wo mo kaone wa lenaneo-thuto?

Ee	
Aowa	

28.1 Ge e ba go se bjalo, efa lebaka.

.....
.....
.....

28.2 Ge e ba go bjalo, efa lebaka.

.....
.....
.....

KAROLO YA D: KAMANANO MAGARENG GA MANANEOTHEO A KAGO A SEKOLO LE MOLAWANA WA LENANEO-THUTO KA SEDUKOTHUTO SA MANKWENG

29. Go ya ka wena, ke eng seo se šupago katlego ya phethagatšo ya molawana wa lenaneo-thuto?

.....
.....
.....

30. Ke khuetšo efe ya mananeotheo a kago a sekolo go tšwelopele ya barutwana?

.....
.....
.....

KAROLO YA E: MAGATO AO A KA GO TŠEWA GO KAONAFATŠA MANANEOTHEO A KAGO A SEKOLO GO PHETHAGATŠA MOLAWANA WA LENANEO-THUTO

31. Ke maano afe ao o a tšerego go netefatša phethagatšo ya molawana wa lenaneo-thuto leo le atlegilego?

.....
.....
.....

32. Ke magato afe ao a kgonegago ao a ka dirišwago go kaonafatša mananeotheo a kago a sekolo?

.....
.....
.....

KAROLO YA F: KAROLO YE E BEETŠWE FELA GO BAŠOMI BA SEDIKOTHUTO SA MANKWENG

33. Barutiši ba tsenya letsogo bjang go phethagatšo ya molawana wa lenaneo-thuto ka sedikothutong?

.....
.....
.....

34. Boemo bja mananeotheo a kago a sekolo ka sedikothutong ke bofe?

.....
.....
.....

35. Na lenaneo-thuto la bjale le tswalana le mananeotheo a kago a sekolo ao a lego gona ka sedikothutong?

Ee	
Aowa	

36.1 Ge e ba aowa, hle hlalosa lebaka?

.....
.....
.....

37.2 Ge e ba ee, hle hlalosa lebaka?

.....
.....
.....

36. Ke ditlhohlo dife tšeo sedikothuto se lebanego le tšona nakong ya go phethagatša melawana ya lenaneo-thuto?

.....
.....
.....

37. Ke magato afe ao o a tšerwego go kaonafatša mananeotheo a kago a sekolo?

.....
.....
.....

Mafelelo a poledišano.

Ke leboga go tšea karolo ga gago.

APPENDIX 3: FACULTY APPROVAL LETTER



University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3947, Email: fml.postgradoffice@ul.ac.za

04 August 2022

PILLAY RM (201609643)
SCHOOL OF ECONOMIC AND MANAGEMENT
MADMIN

Dear RM Pillay

FACULTY RATIFICATION OF SCHOOL APPROVED PROPOSAL

I have pleasure in informing you that the Faculty of Management and Law has ratified the approval of Masters Research proposal. The research proposal has served at the School Higher Degrees Committee meeting on **11 July 2022** and approved as follows:

Title: "The effect of school infrastructure on curriculum policy implementation: A case of Mankweng Circuit".

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully,

Prof TS Setati

Research Professor: Faculty Research Higher Degrees Committee

CC: Dr MM Selepe, HoD; Ms M Mathebula, Acting Director, School of Economic and Management

APPENDIX 4: TREC APPROVAL LETTER

Finding solutions for Africa



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 26 September 2022

PROJECT NUMBER: TREC/389/2022: PG

PROJECT:

Title: The effects of school infrastructure on curriculum policy implementation: A case of Mankweng Circuit.
Researcher: RM Pillay
Supervisor: Dr ML Shipalana
Co-Supervisor/s: N/A
School: Economics and Management
Degree: Master of Administration in Public Administration and Management

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX 5: LANGUAGE EDITOR CERTIFICATE

Finding solutions for Africa

TO: WHOM IT MAY CONCERN
SUBJECT: Language Editing
DATE: Friday, 11 November 2022

ACKNOWLEDGMENT OF LANGUAGE EDITING

We hereby confirm the language editing of the following research project using the Windows 'tracking' system to reflect our comments and suggested corrections for the writer to action.

Project Title: *"The Effects of School Infrastructure on Curriculum Policy Implementation: A Case of Mankweng Circuit"* submitted to us by ROSINAH MODIKOA PILLAY has been duly edited for language by Flamboyant Media (Pty) Ltd. It is hoped that if all the editorial aspects suggested therein were considered, the target readers of the work would find the document decipherable.

For any enquiries relating to the above, please contact the office during working hours at editor@flamboyantmedia.co.za.

Kind Regards,

Elziera Lawrence
Language Editor



APPENDIX 6: DATA COLLECTION APPROVAL LETTER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

PRIVATE BAG X 1108
SOVENGA
0727

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082 817 8722

15 November 2022

magaganemass@gmail.com

DEPARTMENT OF EDUCATION
CAPRICORN SOUTH DISTRICT
MANKWENG CIRCUIT

The Executive Dean
Faculty of Education
University of Limpopo
SOVENGA
0727



Sir/Madam

CONFIRMATION OF RESEARCH CONDUCTED : PILLAY ROSINAH MOKODIKOA

1. I have pleasure to inform you that your student Rosina Modikoa Pillay Student No. 2016 099643, has conducted research data collection within our institutions in Mankweng Circuit under her research topic " *The effects of school infrastructure on curriculum policy implementation.*"
2. All ethical considerations were adhered to in all schools that were visited. The schools are Hwiti, Dittlaleseso, Makgongoana and Mountainview High Schools

Kind regards


MAGAGANE M.D
CIRCUIT MANAGER

Towards 100% Sustainable Quality Results!