

## Chapter 11

# Investigating the Roles of School Management Teams in Curriculum Delivery Through ICTs in Education: E-Schools' Community Engagement

**Bongi P. Mqina**

*University of South Africa, South Africa*

**Leila Goosen**

 <https://orcid.org/0000-0003-4948-2699>

*University of South Africa, South Africa*

### ABSTRACT

*The purpose of this chapter is to investigate the roles of school management teams in curriculum delivery through information and communication technologies (ICTs) in education concerning e-schools' community engagement. In terms of summarizing the content, the background is provided regarding the context of this problem and a review of the literature as per the outlined objectives of the chapter and including applicable theoretical and conceptual frameworks. The methodology, research method, paradigm, and sampling techniques used are indicated, as are data collection instruments, data analysis and interpretation, and research ethics. Finally, in dealing with the issues, controversies, problems, and challenges presented in the research questions and objectives, the findings as per the empirical study conducted are outlined with the discussions of solutions and recommendations. Future research directions are also discussed before the conclusion provides a discussion of the overall coverage of the chapter.*

DOI: 10.4018/978-1-7998-7168-2.ch011

## **INTRODUCTION**

In terms of describing the general perspectives of the chapter, there is an ongoing debate on the roles of management teams in delivering the curriculum in school settings. Education is key to any individual, as it could lead to behavioral change (Neupane, 1970). Modern paradigm changes compel school management teams to re-imagine their curriculum delivery functions and obligations during and after COVID-19. This edited academic chapter will contemplate the development of intervention strategies to empower the competence of management teams in the planning and implementation of curriculum delivery at the school level.

The introduction of Information and Communication Technologies (ICTs) in education is essential, as these can enable and improve the quality of teaching and learning. Examples of this are presented by research on Information Systems (IS) and technology-supported teaching and learning, which are opening new worlds to children with autism spectrum disorders (Goosen, 2019b; 2019c).

Therefore, the purpose of this chapter is to investigate how school management teams executed their roles and responsibilities in curriculum delivery through ICTs in education regarding e-schools community engagement during and post COVID-19. This will be done by exploring innovative strategies and best practices and issues, controversies, problems, and challenges in terms of the planning, implementation, and delivery of curricula by school management teams.

The aim of the study reported on in this chapter was to investigate a particular e-school to establish to what extent it qualified to be characterized as an e-school, which has qualified and competent school management teams, who use and maintain ICTs in education for curriculum delivery and showed engagement with their Community. Such community engagement is key to the success of both schools and learners. The background is provided regarding the context of the applicable problem. The authors will also examine to what extent the South African government has implemented the e-education policy (Department of Education, 2004).

The appropriate implementation of technological tools can provide value to teachers and learners. Furthermore, the chapter will consolidate critical research on how ICTs are being integrated into teaching and learning from the existing literature as per the chapter's outlined objectives, including applicable theoretical and conceptual frameworks, and outline the findings as per the empirical study conducted. The chapter will further provide discussions of solutions and recommendations on how management teams should plan and execute their roles and responsibilities in delivering the curriculum to schools during and post COVID-19, as well as how ICTs can be integrated effectively in South African schools in this regard.

This chapter is mainly intended to support audiences, such as departmental heads, deputy principals, education district officials, Department of Basic Education curriculum designers, academics, university teachers, researchers, and post-graduate students, including masters and doctoral levels. This seminal text of scholarly views could further be disseminated to educational stakeholders, such as universities, teacher education colleges, and directors of curriculum delivery. In addition, this chapter could be of benefit to public and private institutions and curriculum developers. In terms of the recommended topics suggested for the book, this chapter will contribute in terms of curriculum delivery in education, implementation, management, and assessment during and post the COVID-19 pandemic.

The objectives of this chapter emerged from concerns about the state of the planning and implementation of curriculum delivery by school management teams during and post COVID-19. There is currently a plethora of scholarly literature in the public domain that addresses implementing and delivering

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/investigating-the-roles-of-school-management-teams-in-curriculum-delivery-through-icts-in-education/285757](http://www.igi-global.com/chapter/investigating-the-roles-of-school-management-teams-in-curriculum-delivery-through-icts-in-education/285757)

## Related Content

---

### Discipline: A Legal Perspective

Herman R. Moncure (2022). *Approaching Disparities in School Discipline: Theory, Research, Practice, and Social Change* (pp. 52-74).

[www.irma-international.org/chapter/discipline/311609](http://www.irma-international.org/chapter/discipline/311609)

### Examining the Evolution of Key Characteristics in Faculty Mentoring Programs for Online Adjunct Faculty: Bridging the Distance

Cathy L. Taylor and Lisa M. Bunkowski (2021). *Handbook of Research on Inclusive Development for Remote Adjunct Faculty in Higher Education* (pp. 201-231).

[www.irma-international.org/chapter/examining-the-evolution-of-key-characteristics-in-faculty-mentoring-programs-for-online-adjunct-faculty/263965](http://www.irma-international.org/chapter/examining-the-evolution-of-key-characteristics-in-faculty-mentoring-programs-for-online-adjunct-faculty/263965)

### Virtual Reality Technology in Developing Students' Innovation and Entrepreneurship Skills in HE

Hossein Shokri (2024). *Empowering Students and Elevating Universities With Innovation Centers* (pp. 40-54).

[www.irma-international.org/chapter/virtual-reality-technology-in-developing-students-innovation-and-entrepreneurship-skills-in-he/344716](http://www.irma-international.org/chapter/virtual-reality-technology-in-developing-students-innovation-and-entrepreneurship-skills-in-he/344716)

### Empirical Investigation of Engineering Students' Self-Expressions in Social Media

P. Meena Kumari, P. Jagdish Kumar, J. Jeelan Basha, Manikandakumar Muthusamy and K. Natarajan (2025). *Chatbots in Educational Leadership and Management* (pp. 29-52).

[www.irma-international.org/chapter/empirical-investigation-of-engineering-students-self-expressions-in-social-media/371551](http://www.irma-international.org/chapter/empirical-investigation-of-engineering-students-self-expressions-in-social-media/371551)

### Integral Health in the Classroom: Developing Resilience and Well-Being Through an Interdisciplinary Education Model

David Pérez-Jorge, Roshan Melwani-Sadhwani, Ana Isabel Contreras-Madrid and Sara Rodríguez-Hall (2024). *Interdisciplinary Approach to Fostering Change in Schools* (pp. 1-20).

[www.irma-international.org/chapter/integral-health-in-the-classroom/353745](http://www.irma-international.org/chapter/integral-health-in-the-classroom/353745)