

**FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL  
CURRICULUM STATEMENT IN THE MTHATHA EDUCATION  
DISTRICT**

by

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## **DEDICATION**

This work is dedicated to my late parents, Multitude and Regina, who supported me and instilled in me the love and value of education.

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## DECLARATION

I declare that the thesis:

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is my own work and that sources used or quoted have been indicated and acknowledged by means of complete references, and that this thesis has not been previously submitted for a degree at another university.

**DOCTORAL CANDIDATE: BERINGTON ZANOXOLO GOBINGCA**

**SIGNATURE** : .....

**DATE** : .....

## **ABSTRACT**

The current investigation was conducted in the Mthatha Education District. It sought to investigate factors affecting the implementation of the National Curriculum Statement (NCS) in the Mthatha schools of the Eastern Cape Province in South Africa. Literature reviewed showed that teachers, as the key role players to the implementation of the curriculum in schools, are still experiencing difficulties in implementing the NCS. It is thus important to establish and investigate the factors affecting the implementation of the NCS.

The research was both exploratory and explanatory in nature and adopted a mixed method approach. Questionnaires were distributed among 210 teachers who were randomly selected from 363 schools in the Mthatha Education District. Out of 210 teachers who were provided with questionnaires to fill out, it was 148 (70.5 %) of them who completed and returned the questionnaires. Semi-structured interviews were conducted face-to-face with 10 purposefully selected teachers to collect the data from those who participated by filling out the questionnaires. The researcher analysed the data both quantitatively and qualitatively. The data was presented, analysed and discussed according to themes derived from the main research question and sub-questions. The quantitative data (closed-ended statements) was analysed statistically by means of the Statistical Package for Social Sciences (SPSS). In the case of the qualitative data (open-ended statements in questionnaires and interviews), similar responses were analysed in themes as per the research question and sub-questions for easy interpretation. Note-taking and tape-recording were done during the interview sessions. Qualitative data were transcribed, coded and analysed.

The findings which emerged from the study indicated that intermediate-phase teachers experienced difficulties in implementing the NCS. These were attributed to, amongst others, a lack of resources such as learning material and infrastructure, redeployment of teachers, a high learner teacher ratio, inadequate in-service training and support from the DoE.

These factors need to be addressed to enhance the implementation of the NCS and to avoid the repetition of those shortcomings in any future envisaged changes to the curriculum such as the implementation of CAPS.

## LIST OF ACRONYMS

ABET:	Adult Basic Education and Training
DBE:	Department of Basic Education
CAPS:	Curriculum and Assessment Policy Statement
CCST:	California's Science and Technology Education System
DCES:	Deputy Chief Education Specialist
DHET:	Department of Higher Education and Training
DoE:	Department of Education
ECDoE:	Eastern Cape Department of Education
ECM:	Educational Change Model
EDOs:	Education District Officials
EMS:	Economic and Management Sciences
GET:	General Education and Training Band
HEIs:	Higher education institutions
HODs:	Head of Departments
INSET:	In-service education and training
LoLT:	Language of learning and teaching
LTSM:	Learning and teaching support material
MDA:	Municipality Demarcation Act
MEC:	Member of the Executive Council
NAPTOSA:	National Professional Teachers' Organisation of South Africa
NCS:	National Curriculum Statement
NCTB:	National Council of Teachers of Mathematics News Bulletin
NGOs:	Non-governmental organisations
NMMU:	Nelson Mandela Metropolitan University
NQF:	National Qualification Framework
OBE:	Outcomes-Based Education
RNCS:	Revised National Curriculum Statement
S.A.:	South Africa

SAQA:	South African Qualification Authority
SASA:	South African Schools' Act
SES:	Senior Education Specialist
SGBs:	School Governing Bodies
SMTs:	School Management Teams
STEM:	Science, Technology, Engineering and Mathematics
SPSS:	Statistical Package of Social Sciences
WSU:	Walter Sisulu University

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# **CHAPTER ONE**

## **BACKGROUND AND ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION**

The thrust of this study was to investigate the factors that negatively affect the implementation of the National Curriculum Statement (NCS) in the Mthatha Education District. The liberation of South Africa (SA) from apartheid in 1994 paved the way for the majority of South Africans to move towards the creation of a new form of education where all races could have equal access to knowledge construction and knowledge empowerment. According to Karikan and Ramsuran (2006:1), a priority for the first democratic government was curriculum reform. The adoption of innovative educational reforms is not unique to SA since after independence, for example, Kenya, Ghana and Zambia also adopted their own educational systems. Similarly, since the early 1980s, there have been several attempts to reform and re-structure the 14-19 Curriculum in England in an effort to address long standing interrelated problems (Abbott & Huddleston, 2008:250). In England the 14-19 Curriculum was dominated by a narrow range of academic criteria which were perceived to be insufficiently applied or practical. Learners were encouraged to specialise in a small number of subjects at an early stage in their education (Abbott & Huddleston, 2008:250).

Curriculum innovation in South Africa was implemented in the Foundation Phase commencing from Grade 1 with the adoption of the philosophy of Outcome Based Education (OBE). OBE at higher grade levels was later implemented in planned stages. Implementation of Curriculum 2005 (C2005) started in 1998 but was due to be fully implemented in 2005. C2005 was adopted as a new NCS in 1998 (Department of Education (DoE), 1997a). This was subsequently revised and reformulated to the Revised National Curriculum Statement (RNCS) in 2002. The revision or review of C2005 provides the basis for the development of the NCS for General Education and Training (GET) that is Grades R-9 and the NCS for Grades 10-12 (DoE, 2008). These innovative changes require that teachers be empowered to meet the challenges they have to face during curriculum implementation. Grosser and de Waal (2006) assert that the new curriculum requires from teachers a change in attitude, behaviour, teaching methodologies, assessment strategies,

curricula and environments. This means that something has to be done at the teacher level in order to improve the situation. The DoE embarked on a skills development programme to expose teachers to the RNCS through workshops to enable them to execute their tasks efficiently (Grosser & de Waal, 2006).

In 1997 the government introduced C2005 in SA in an attempt to move away from Christian National Education that was synonymous with the apartheid education system. Furthermore, C2005 was designed to optimise human potential and national development. During the implementation phase of OBE between 1998 and 2000, numerous complaints by teachers clearly indicated that teachers were experiencing problems with the implementation of C2005.

Accordingly, Asmal (2000), the then Minister of Education, tasked a committee under the leadership of Chisholm to review C2005. Among the salient problems the committee identified was:

- the difficult nature of the language used; the terminology of C2005 was inaccessible to many educators, and
- there was no clear-cut direction as to what the educators had to teach (Jansen, 1998:3).

The findings of the task team led by Chisholm (2000) indicated that the curriculum was not implementable. It was observed that the suggestions by the Review Committee should take place speedily to rescue the situation in the South African education system. On the basis of its findings, the committee suggested that the principles of OBE be maintained. The committee, however, recommended that C2005 in its original form be phased out and be replaced by a strengthened and streamlined OBE (Chisholm, 2000).

In June 2000 the Council of Education Ministers (CEM) agreed that the curriculum for Grade R-7 should be revised. The findings led to the RNCS that was launched in April 2002 by Asmal, after public hearings, and approved by Parliament. The NCS received approval from Parliament because it was perceived to be a curriculum that could lead to the development of citizens with

high skills, sound knowledge and good values. It was agreed that the NCS be implemented in 2004 in the foundation phase (Grade R-Grade 3) in all public schools and that it be implemented in the intermediate-phase of the GET band in all public schools in 2005. In 2006, the NCS was scheduled to be implemented in Grade 7. The DoE was not optimistic about the conditions, especially in township and rural schools, which could have had an adverse effect on curriculum implementation.

The School Register of Needs Survey undertaken by the DoE in 1997 constituted one of the most extensive data-gathering and information-analysis exercises in the country. About 32 000 education institutions were located, visited and mapped. Every school was surveyed for its physical facilities, services, equipment and resources. This extensive information-gathering exercise was initiated against the background of a dearth of knowledge about the schooling situation in SA and to meet the Department's commitment to the achievement of equity in education provision for all schools.

The findings of Mothata, Lemmer and Pretorius (2000:142) indicated that a vast number of schools were overcrowded and lacked basic facilities such as classrooms, water and electricity. The survey revealed that the Eastern Cape, Northern Province and KwaZulu-Natal were the most disadvantaged provinces in South Africa. It meant that there were still learners, teachers and communities who did not have access to education, nor equity of opportunities, nor quality of life. The findings given by Mothata *et al.* (2000) indicated the difficult conditions under which teachers operated in their schools. It implies that the contextual conditions were not considered by policy-makers (DoE) and that there was an imbalance that could hamper curriculum implementation.

The findings unveiled some startling details about South African schools. Firstly, as much as 24% of schools had no water available within walking distance of the school; less than half the schools had electricity; 17% of school buildings were in a derelict condition, and a total of 57 499 classrooms were needed nationally. Secondly, the sanitary conditions in the schools raised some serious concerns because there was a shortage of some 329 153 toilets. Learner/toilet ratios were calculated on the assumption that one toilet would be sufficient for 20 learners. According to this

norm, provinces with more severe shortages were the Northern Province (63 980 toilets) and the Eastern Cape (69 822 toilets). Lastly, in six provinces, i.e. the Eastern Cape, Free State, KwaZulu-Natal, Mpumalanga, North West, and Northern Province, less than 40% of schools had access to telephones. However, in the more urbanised provinces such as Gauteng and the Western Cape, more than 85% had access to telephones (Mothata *et al.*, 2000:142).

In spite of the above findings of Mothata *et al.* (2000), the identified variables have not yet received positive attention from the DoE, especially in rural schools. The above findings are highlighted in Bantwini's (2009) investigation. He argues that the Eastern Cape is one of the largest and poorest provinces in the country which is characterised by educational challenges that include low educational standards in most schools, a lack of infrastructure to support teaching and learning, large numbers of learners, and teachers who do not have adequate subject knowledge.

According to Ferreira (2008), students from better resourced schools were better able to adapt to the OBE programme than less resourced ones. Ferreira (2008) quoted Reddy (2004) from the Human Sciences Research Council who argued that "... the 2,7% drop in the matriculation pass rate of 2009 to 62,5% was very worrying because it means that 38%, or four out of ten, have failed." This illustration indicates that the quality of education is gradually deteriorating. Matriculation results are the yardstick to measure the standard of education or quality of curriculum implementation in countries such as SA. In Ferreira's (2008) article Reddy (2004) is quoted as uttering this statement that "...we are seeing that pupils who were doing well have improved and that those who were performing poorly have been further disadvantaged under the new system." This suggests that the poor learning situation in so many South African schools needs to be managed with sensitivity and to the highest ethical standards. Fullan (2001) affirms this by saying that the failure of students to perform academically as desired can have negative effects on the education of a country. It is apparent that much work on curriculum implementation still needs to be done, especially in South African rural schools, if the new curriculum is to be implemented effectively. Many teachers are still using the traditional teaching approach and most are unclear as to how to implement the NCS. This approach to teaching militates against the learner-centred approach. Blignaut (2007), who investigated the

policy-practice dichotomy, was concerned with why it is difficult to change the classroom practices of teachers. In his argument, he implies that curriculum change has a much better chance of being translated into classroom practice if it is presented realistically, taking into account the vast inequalities amongst teachers and the diversity of schools and contexts. It is further argued by Blignaut (2007:5) that "... innovations that press for radical reform within conditions that do not promote implementation are bound to fail." From this argument, it is clear that for effective curriculum implementation to take place, a conducive environment is necessary.

According to Fullan's (2007) views, understanding why most attempts at educational reform fail goes far beyond the identification of specific technical problems such as a lack of good materials, ineffective in-service training, and minimal administrative support. Fullan (2007) argues that one of the basic reasons why planning fails is that planners or decision-makers of change are unaware of the situations that potential implementers are facing. Such conversations point to obstacles to the implementation of the curriculum. His argument seems to suggest that any challenge that could prohibit teachers in implementing the curriculum should be avoided. Furthermore, Fullan's (2007) findings indicate that the policy planners tend to introduce changes without providing a means to identify and confront the situational constraints and without attempting to understand the values, ideas, and experiences of those who are essential for implementing any changes. Blignaut (2007) concurs with Fullan (2007) that curriculum change is most likely to be implemented when it proceeds just ahead of existing practice, in other words, the implementation of a curriculum should occur in manageable steps.

The majority of teachers find it difficult to know what to teach and tend to act as mere technicians without the necessary conceptual and content tools. This means that many of them lack adequate pedagogical content knowledge. This is illustrated by the poor performance of Grade 12 learners in the Eastern Cape Province's Matriculation examinations; educational performance in the province, since implementation of the NCS, is ranked among the lowest in the country and teachers demonstrate deficiencies in the teaching of specific content knowledge, leaving their students with knowledge gaps.

The poor performance of the learners is a function of curriculum implementation. The general consensus is that something is amiss in the formulation and implementation processes of the NCS. However, it appears that no one knows for certain which aspects of the NCS and related issues need attention to reverse the situation because of the dearth of accurate data.

The rationale for this study is to generate data that can assist education planners and teachers alike to improve the curriculum implementation that will lead to better performance and the development of appropriate skills. Since the data is locally generated the solutions based on the data will dovetail with the life world of stakeholders.

It is only through research that one can identify the factors that affect curriculum implementation. How teachers implement changes in pedagogy is an important area which does not receive sufficient attention. It is this quest for knowledge which prompted this study.

## **1.2 STATEMENT OF PROBLEM**

As indicated by the findings of Mothata *et al.* (2000), earlier studies concentrated on issues involving the physical infrastructure of schools and the performance of learners. Ongoing in-service training is required to equip teachers with the necessary skills, knowledge and expertise to execute their instructional functions as envisaged by education planning authorities. What one gleans from the situation is that the role teachers should play in curriculum implementation is neither well defined nor understood by both teachers and planners. It is not surprising that the NCS has been haphazardly executed with disastrous consequences, especially in impoverished rural communities such as Mthatha. It is with this background in mind that the study aims to investigate **the extent to which the NCS is being implemented in the Mthatha Education District and to examine the factors affecting curriculum implementation.**

## **1.3 RESEARCH QUESTIONS**

- How do teachers' attitudes affect curriculum implementation?
- How do resources affect curriculum implementation?



- To what extent do the school management teams (SMTs) affect the implementation of the NCS?
- How does in-service training affect curriculum implementation?
- Does parental involvement affect the implementation of the NCS?

#### **1.4 RESEARCH HYPOTHESES**

The researcher, in addition to the subsidiary questions posed above, formulated and tested the following hypotheses based on selected variables as per the identified and discussed factors in the current study. To determine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis:

**1.4.1** H<sub>0</sub>: There is no association between “Teachers attitudes are important factors in the implementation of curriculum” and “whether educators still experience difficulties when implementing the NCS or not” (null hypothesis)

against

H<sub>1</sub>: There is significant association between the two variables (the alternative hypothesis).

**1.4.2** H<sub>0</sub>: There is no association between “Limited resources affecting the implementation of the NCS” and “whether an educator was still experiencing difficulties to implement the NCS or not”

against

H<sub>1</sub>: There is association between the above two stated variables.

**1.4.3** H<sub>0</sub>: There is no association between “SMT supporting curriculum implementation” and “whether educators still experience difficulties to implement the NCS or not” (the null hypothesis)

against

H<sub>1</sub>: There is no association between the two variables (the alternative hypothesis).

**1.4.4** H<sub>0</sub>: There is no association between “Staff development to be done at school level” and “educators still experiencing difficulties to implement the NCS or not” (the null hypothesis)

against

H<sub>1</sub>: There is significant association between the two variables (the alternative hypothesis).

**1.4.5** H<sub>0</sub>: There is no association between “Little support from the SES inhibits curriculum implementation” and “whether educators still experiencing difficulties when implementing the NCS or not” (the null hypothesis)

against

H<sub>1</sub>: There is significant association between the two variables (the alternative hypothesis).

**1.4.6** H<sub>0</sub>: There is no association between “District Education Officials' support being minimal” and “whether educators still experience difficulties when implementing the NCS or not” (the null hypothesis)

against

H<sub>1</sub>: There is significant association between the two variables (the alternative hypothesis).

**1.4.7** H<sub>0</sub>: There is no association between “Curriculum implementation requiring involvement by parents” and “whether educators still experience difficulties when implementing the NCS or not” (the null hypothesis)

against

H<sub>1</sub>: There is significant association between the two variables (the alternative hypothesis).

## **1.5 AIM OF THE STUDY**

The study aimed to identify factors affecting curriculum implementation in post-apartheid SA with a view to providing appropriate intervention programmes in the future.

## **1.6 OBJECTIVES OF THE STUDY**

In order to achieve the aim of the study as stated above, the following objectives have been pursued:

- To investigate teachers' attitudes towards the NCS and how they affect curriculum implementation,
- To assess the availability of the required resources and how resource availability affects curriculum implementation,
- To examine the preparedness of SMTs and the extent to which they affect curriculum implementation,
- To investigate the preparedness of teachers by examining the type of training that they have received and,
- To evaluate influence of parental involvement towards curriculum implementation.

## **1.7 CLARIFICATION OF TERMS**

### **1.7.1 National Curriculum Statement (NCS)**

The NCS is a curriculum which was crafted to guide teachers as to what they must teach. It is a curriculum which adopts OBE principles. Brunton (2003:44) defines the NCS as a national policy which is a streamlined and strengthened Outcomes Based Curriculum. The DoE is expected to implement the policy of the democratic government through the teachers. Karikan and Ramsuran (2006:8) view the NCS as a curriculum which promotes human rights and social justice.

For the purposes of the present study, the NCS is defined as a curriculum derived from a national policy which adopts an OBE approach and which is designed to promote human rights and social justice. In simpler terms in this study, it refers to teaching, learning and assessment activities that take place in a school set-up and which are measured by the academic performance of learners.

### **1.7.2 Curriculum implementation**

According to Ornstein and Hunkins (2004:298), curriculum implementation is an attempt to alter or improve the individuals' knowledge, actions and attitudes. In this study, curriculum implementation is thus a process of enabling teachers to shift from the current programme to the new one. In other words, it is a process of altering existing practice in order to achieve certain desired learning outcomes more effectively for students.

### **1.7.3 General Education and Training (GET) Band**

The GET band refers to the ten compulsory schooling years made up of the Foundation, Intermediate and Senior Phases (Gazette of the Republic of SA, 2002:62). The GET band comprises the Foundation-Phase, which consists of Grades R, 1, 2 and 3; the Intermediate-Phase which is composed of Grades 4, 5 and 6; and the Senior-Phase which is composed of Grades 7, 8 and 9 (C2005 Policy Document, 1997:3). For the purposes of this study GET will mean schooling from Grades R to 9.

### **1.7.4 Intermediate-Phase teachers**

According to a discussion document on the National Qualification Framework produced by the National DoE (1996), the GET band comprises three phases, namely the Foundation, Intermediate and Senior Phases. Intermediate-Phase teachers are involved in teaching Grades 4, 5 and 6. They are teachers who have teaching qualifications to teach in that phase. Teachers' professional qualification such as the Bachelor of Education (Intermediate-Phase) degree is appropriate for teaching at Grade 4, 5 and 6 levels (South Africa Qualification Authority National DoE, 1996).

### **1.7.5 Mthatha Education District**

It would also be helpful to the reader to have a glimpse of the background to the location where the study is proposed to be conducted and the structural demarcation in terms of educational control. The Municipality Demarcation Act No 27 (MDA) promulgated in 1998 and 2000, states that rural areas be incorporated into urban areas so as to share the limited resources equally, to lead to macroeconomic stability especially in rural areas, and for prompt delivery of basic services to all these areas (Venter & Landsberg, 2006). The MDA reduces the number of education districts. For example, the Eastern Cape Province has only twenty-three education districts. Locally, Mqanduli and Umtata fused or merged to form the so-called Mthatha Education District (Eastern Cape DoE, 2009). Each education district is under one District Director who manages the entire district through the Education Development Officers (EDOs). The magisterial districts remain unchanged. The Mthatha Education District has thirty-two wards. In each ward there are pre-primary, primary, and secondary (junior and senior) schools. The Mthatha Education District which is situated in the Eastern Cape Province of SA has fourteen circuits. Each circuit is under the control of one EDO whose role is to provide essential professional support to teachers and to monitor the implementation of government policies, such as the curriculum implementation policy, in schools. Each circuit has approximately twenty-five schools (pre-primary, primary, junior and secondary schools).

## **1.8 METHODOLOGY**

### **1.8.1 Research design**

Research design is a researcher's overall plan for obtaining reliable and valid answers to research questions or for testing the research hypothesis. The mixed methods design is chosen for the purpose of this study. According to Creswell and Clark (2007:9-10) mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone and helps to answer questions that cannot be answered only by qualitative or quantitative approaches. For the purposes of this study the researcher commenced by collecting data using a quantitative survey instrument which was followed up by interviews

with ten teachers who participated in the filling out of questionnaires. This was implemented to elicit ‘rich thick’ detailed descriptions that served to complement the survey method (Cresswell & Clark, 2007).

### **1.8.2 Population**

Gravetter and Forzano (2006:117) argue that a population is the entire set of individuals of interest to a researcher. The entire population usually does not participate in a research study; the results from the study are generalised to the entire population (Gravetter & Forzano, 2006:117). Johnson and Christensen (2008:224) succinctly state that the population is a large group to which a researcher wants to generalise his/her sample results. In other words, it is the total group that the researcher is interested in learning more about (Johnson & Christensen, 2008: 224).

In view of the above explanation of a population, the Intermediate-Phase teachers of the Mthatha schools comprised the population of this study. Teachers were chosen because they are the primary implementers of curriculum to learners that are exposed to more than three subjects and being taught by different teachers in schools for the first time of their schooling. Their knowledge, beliefs, and perceptions play a fundamental role in understanding educational reforms (Blignaut, 2007).

### **1.8.3 Sample**

A sample is a set of individuals selected from a population and is usually intended to represent the population in a research study (Gravetter & Forzano, 2006: 117). Ideally, the sample should be representative and allow the researcher to make accurate estimates of the thoughts and behaviour of the larger population as researchers usually draw conclusions about large groups by taking a sample. The researcher collected information from a smaller group or subset of the population in such a way that the total knowledge gained was representative of the total population under study. Babbie and Mouton (2001: 202) posit that “... a sample is a special subset of population observed in order to make inferences about the nature of the total population itself.” Struwig and Stead (2001: 119) argue that the larger the sample size the greater the

likelihood of its precision or reliability. It is further argued that a small sample could lead to a loss of potentially valuable results (Gorard, 2001: 11). Researchers such as Struwig and Stead (2001) and Gorard (2001) are of the view that larger samples are effective for scientific results. In the light of the above observation, the sample size comprised 148 teachers, drawn from Mthatha schools with intermediate-phase teachers.

#### **1.8.4 Sampling technique**

For the purposes of this study 70 junior secondary schools from Mthatha Education District were selected by means of simple random sampling from the DoE list of schools. The sample comprised 148 intermediate-phase teachers who filled out questionnaires and 10 who were interviewed. According to Gravetter and Forzano (2006) sampling is the process of selecting individuals to participate in a research study. The researcher used the simple random sampling technique to select the sample (participants) for this study in administering the questionnaires. Implementing simple random sampling means that every individual has an equal chance of being selected (Creswell, 2008; MacMillan & Schumacher, 2006). The purposive sampling technique was used to select ten teachers for interviews from those who participated in filling out the questionnaires during the data collection process.

#### **1.8.5 Research instruments**

The researcher used questionnaires and interviews for the purposes of data collection. It is important that the rationale for selecting research instruments for this study be presented.

##### **1.8.5.1 Questionnaires**

A questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2008:203). Hopkins (2002) claims that questionnaires are easy to administer and provide direct comparisons between groups and individuals.

A questionnaire was designed to gather responses from the participants. The questionnaire comprised three sections. The first section (Section A) consisted of biographical information of the research participants. The second section (Section B) consisted of closed statements. The third section (Section C) comprised open-ended questions to capture the authenticity, richness, depth of response, honesty and candour from the participants (Cohen, Manion & Morrison, 2000:256). The questionnaires were hand delivered by the researcher to the research participants (teachers) for easy retrieval.

#### 1.8.5.2 Interviews

The interview is a technique to collect information from the participants through interactive, verbal, real time contact. An interview schedule guide was used during interview sessions. A semi-structured interview schedule was used due to its adaptability to the subject (Babbie & Mouton, 2001). Furthermore, it enabled the researcher to probe more deeply to gain in-depth information (Babbie & Mouton, 2001). The researcher conducted face- to- face semi-structured, in-depth interviews with ten Intermediate-Phase teachers. The Intermediate-Phase teachers were chosen on the basis that they could provide their experiences in dealing with the grades that are exposed to more than three subjects and being taught by different teachers for the first time in their schooling. The use of interviews as another data-gathering tool normally offers a greater opportunity to obtain verbal insights directly from the participants. It is important to consider the structure of the questions when drawing up the interview schedule to accommodate participants so that they can cope with the questions.

According to Maree (2007: 94), an audio recorded interview enables the researcher to listen to it again later and to write up a transcript of the interview for data analysis purposes. The audio-recording interview also affords the interviewee an opportunity to listen to his/her conversation so that he/she could confirm what was captured is what he/she wanted to reflect.



### **1.8.6 Data analysis procedures**

It is argued that data collected by any type of research instrument means little until the responses are analysed and interpreted. A total of 210 questionnaires were hand delivered to the participants in their respective schools after they had filled out the consent forms. Of these, 148 questionnaires were completed and ready to be collected on the agreed upon dates by the researcher for data analysis purposes. The completed questionnaires were submitted to a statistician who used the Statistical Package for Social Sciences (SPSS) version 17 of Windows for data capturing and analysing. Descriptive statistics were applied to describe the data collected and various simple frequencies, such as graphics, were constructed including bar graphs and pie charts. Responses obtained through face-to-face interviews from ten Intermediate-Phase teachers were transcribed. A thematic approach was applied to rank similar responses of the participants in a more meaningful order for analysis. English was used as a medium of research as it was chosen by the participants for easy understanding and provision of similar responses to the questions. This was influenced by the fact English was used as a language of learning and teaching (LoLT).

## **1.9 ETHICAL MEASURES**

Permission to conduct the research was obtained from the provincial Eastern Cape Department of Education (ECDoE) through the Mthatha Education District office (see Appendix A). The consent forms were delivered to the principals, and Intermediate-Phase teachers to complete (see Appendix C). To have access to schools, the letters requesting them to be participants were delivered to principals and teachers (see Appendix D). In some schools since principals are also teachers they were also requested to participate in the study. During visits to their schools, they were informed of the role they were expected to play, their rights and the objectives of the study. Principals and teachers were informed that they could participate or withdraw at any time they wished to do so. They were assured that their names and that of their schools would not be used or quoted in this study. Pseudonyms were used to protect the identity of the teachers and they were assured that their teaching and learning time would not be interrupted. Application for

ethical clearance from Nelson Mandela Metropolitan University (NMMU) to conduct research was sought and obtained (see Appendix E).

## **1.10 VALIDITY AND RELIABILITY**

According to Gray (2004: 90), validity of an instrument refers to the extent to which the instrument measures what it is intended to measure. Gray (2004: 90) contends that an instrument must cover the research issues both in terms of content and details. The above literature makes it clear that where the research instruments are not valid, the researcher could struggle to obtain valid results. Checking the validity of research instruments is a process of seeking their credibility and suitability to the investigation. One of the strategies to test the validity of the research instruments was pilot testing them amongst a few individuals selected on the basis of their teaching experience, professional qualifications and competences in the field of education. An example of the professionals who were selected to check the validity of the research instruments included five Intermediate-Phase teachers from five different schools and their principals, as well as one Senior Education Specialist (SES) or subject advisor English specialist in the Mthatha Education District

With respect to reliability, McMillan and Schumacher (2006) aver that the goal of developing a reliable instrument is to minimise the influence of chance or other variables unrelated to the intent of the measure. In the light of such observations, the researcher used a test-retest reliability to check the reliability of the questionnaires and interviews.

## **1.11 LIMITATIONS AND DELIMITATIONS OF THE STUDY**

### **1.11.1 Limitations of the study**

This study was limited to the Mthatha district due to transport and financial considerations. Transport and financial resources limited the researcher from conducting the study in a greater number of schools. The study was conducted in 70 out of 363 schools in the Mthatha Education District (Mthatha Education District Operational Plan, 2010/2011: 1).

### **1.11.2 Delimitations of the study**

This study was delimited to the Mthatha Education District and focused on the Intermediate-Phase teachers in the GET band of public junior secondary schools who are currently involved in curriculum implementation. The study was limited to those schools that have Intermediate-Phase grades.

### **1.12 SIGNIFICANCE OF THE STUDY**

The purpose of the study was to investigate the factors affecting implementation of the NCS by Intermediate-Phase teachers in the GET band in public rural junior secondary schools of the Mthatha Education District in the Eastern Cape Province of SA. The significance of the study is that the educational planners, EDOs and SES will become more aware of challenges facing teachers in curriculum implementation. Moreover, it is hoped that this study may contribute to an understanding of the current curriculum reform process in South African schooling to adequately prepare teachers and learners to respond to their environment and its challenges.

It is hoped that the findings of this study will serve to improve the teachers' understanding of effective curriculum implementation. In this case, it is expected that students will benefit from quality education as educational challenges in the schools will have been addressed. This proposed study will hopefully inform the relevant stakeholders in education about factors that need to be considered, if they are to implement the NCS effectively. This study could serve as a catalyst for further studies which could be conducted by other researchers.

Furthermore, it is envisaged that the findings of this study will serve as a potentially rich source of information and that it will provide valuable information with regard to improving curriculum implementation in schools. Additionally, this research seeks to provide guidance to teachers, policymakers, and researchers, all of whom agree that a change in the public education system is needed but who may be lacking in the content knowledge and the skills to implement and manage curriculum implementation.

### **1.13 SUMMARY**

This chapter commenced by presenting the background to the study. In the background to the study, the status quo of SA's education prior to the 1994 democratic elections was highlighted. It is clearly spelt out that the education prior to 1994 was segregated or fragmented according to race, resource distribution and the geographical location of schools. Along with the introduction of a democratic political dispensation in 1994, SA has overhauled the existing education system by gradually phasing in an OBE approach in South African public schools. It was done to produce learners who are competent, knowledgeable, skilled and adequately prepared to meet the challenges locally, nationally and globally. The chapter illustrates that the implementation of C2005 led to a number of challenges and shortcomings that necessitated its revision. The DoE in SA was compelled to revise C2005 which became the RNCS. The RNCS was simplified by means of the strengthening and streamlining features of C2005 which offered an opportunity for teachers to better implement the curriculum. This was done to make the curriculum more user-friendly for teachers and for the realisation of its intended objectives. The problem statement, research question, aims and objectives were outlined. The chapter spelt out the limitations that compelled the researcher to conduct this study in schools in one district, i.e. the Mthatha Education District. The chapter also provided a brief discussion of the research methodology, the research design, population, sample, type of sampling, research instruments, validity and reliability, procedures to collect data and ethical considerations.

**The next chapter (Chapter Two) will focus on a review of related literature that seeks to place the study within the context of curriculum design and implementation.**

## **CHAPTER TWO**

### **FACTORS AFFECTING CURRICULUM IMPLEMENTATION**

#### **2.1 INTRODUCTION**

This chapter reviewed the related literature to contextualise the research questions and hypotheses. The purpose of this chapter was to present the arguments and findings of researchers or authors that are pertinent to factors affecting the implementation of curriculum in general. The literature review is organised in accordance with the formulation of the research questions (Mouton, 2001:93). The chapter commences by providing an outline of the teachers' attitudes towards the curriculum implementation. The extent to which resources affect curriculum implementation is discussed with special reference to the teacher as a resource, financial resources, learning and teaching support materials, and infrastructure. The role of support from SMTs is also articulated. Furthermore, the literature related to the role of in-service training towards curriculum implementation is reviewed. The impact of the DoE's support in relation to curriculum implementation and the extent to which parental involvement influences curriculum implementation are also discussed.

#### **2.2 TEACHERS' ATTITUDES TOWARDS CURRICULUM IMPLEMENTATION**

There is considerable research evidence that emphasises the central role that teachers' attitudes play in the implementation of a curriculum. Cheung (2000) summarises the generally agreed upon statements about teachers' attitudes to curriculum and the enacted curriculum by stating that teachers' meta-orientations to curriculum are hidden forces guiding their selection of curriculum goals, curriculum content, teaching methods and assessment strategies. It is noticeable from Cheung's statement (2000) that teachers' attitudes influence the teachers' professional performance either negatively or positively. In support of this view, Juanna, Wong and Samsilah's (2005) study indicated that although teachers were equipped with knowledge and skills in using computers, the success of implementing the new curriculum with Information Technology (IT) in education also depends upon the attitudes of the teachers and their willingness to embrace such technology. It is thus evident that the teachers should not only

possess IT knowledge and skills, but should also develop positive attitudes towards IT (Wong, 2002). It is apparent from the above reviewed literature that the teachers' commitment could play a vital role in the curriculum implementation. It is crucial for the purposes of this study to examine whether teachers' attitudes could affect curriculum implementation in the Mthatha Education District as they did in Malaysia.

In New Zealand a study conducted by Beattie, Anderson and Antonak (1997) indicates that teachers with more favourable attitudes contribute positively to the successful instruction of disabled students. From these findings, it appears that teachers' attitudes play a significant role in curriculum implementation. Similarly, the reports of Pretorius and Lemmer (1998) reveal that education and training cannot thrive in schools where the teaching staff exhibit negative attitudes. Visccher (1999) argues that teachers' attitudes are related to the teachers' professional performance. In context, it implies therefore that some interventions are required for improving the teachers' attitudes if the DoE is seriously concerned about curriculum implementation in schools.

Simonson (1995) emphasises the importance of positive attitudes in the learning process. He asserts that promoting positive attitudes also improves student achievement and learning. In such a context, it relates to the opportunities for effective curriculum implementation. Furthermore, teachers tend to gain confidence, thus making the teaching and learning process more meaningful. Such findings convey to the teachers that their attitudes should be improved for curriculum implementation. Carless's (2003) study in Hong Kong indicates that when an innovation is incompatible with teachers' attitudes, some form of resistance or negotiation of the innovation is likely to occur. The above literature review makes it clear that if attitudes of teachers are not carefully attended to, the implementation of any curriculum would struggle. This means that curriculum implementation cannot be successful where teachers display resistance as a result of their negative attitudes. It is suggested by Waugh and Punch (1985:114) that "... teacher receptivity is likely to be much more related to the interaction of the change with its institutional setting during the implementation stage."

This implies that teachers' willingness related to positive attitudes is important with regard to curriculum implementation. Consequently, the more willing they are, the more they commit themselves to their professional work. In this regard, Golby, Greenwald and West (1975:335-6) emphasise that "... if the schools are to provide successful and satisfying learning experiences for at least 90% of the students, major changes must also take place in the attitudes of students, teachers, and administrators." Their observation implies that positive attitudes are a key factor for good professional and academic performance of teachers and learners respectively. Similarly, Woolfolk (1987) concurs with Golby *et al.* (1975) that the relationship between attitudes and performance is very strong. Their consensus implies that the attitudes of teachers are strong predictors of success in implementing the curriculum. The reviewed literature seems to suggest that when introducing any educational change, the teachers' attitudes are vital for effective implementation. The role of resources will now be considered.

### **2.3 THE ROLE OF RESOURCES IN CURRICULUM IMPLEMENTATION**

There is no doubt that the availability, quality and appropriateness of resources play a key role in the implementation of any curriculum. The performance of employees in a workplace is affected by the availability and quality of the resources (The Herald, 2007). This observation is highlighted by the findings of van Rensburg and Graham (2006). They concur that teachers are most likely to succeed at implementing a new curriculum and could make substantial inputs in its developments where resources are sufficient. In Harare, the Department of Agriculture, Research and Extension Services was found to be operating below capacity owing to a lack of resources (The Herald, 2007). This indicates that the lack of resources affects the performance of employees. Seemingly, the availability and quality of resources are important determinants for the implementation of the curriculum (Karikan & Ramsuran, 2006).

In SA, Adler and Reed (2003) argue that the availability and use of school resources should not be taken for granted if organisations are seriously concerned about their success. They further articulated that the school resources are not only seriously limited, but also unequally distributed. Unequal distribution of resources amongst schools could pose challenges such as ineffective curriculum implementation. It can be concluded that differential distribution of school resources

by the DoE is highly visible across South African schools. In most South African schools, as is the case in most African countries, a major constraint that limits effective science teaching, is large, under-resourced classes (Onwu, 1998; 1999).

In view of the above findings, it is quite clear that resources are related to curriculum implementation. Supporting this view, a pilot study conducted in Namibia by Van Graan, Leu, Prince-Rom and Barrow (2006) indicates that limited resources have a negative impact on the quality of teaching and learning. It is evident from the above findings that the lack of resources in under resourced communities affects the performance of employees (Christie, 1999). Once there are little or no resources, the plans fail to materialise. With regard to curriculum implementation, it is imperative to examine the role of resources with special reference to: the teacher as a resource, infrastructure, finance, learner and teacher support materials (LTSM), and furniture. The above mentioned resources seem to be interrelated and intertwined for the effective implementation of the curriculum.

### **2.3.1 Teachers as a resource in curriculum implementation**

With regard to teachers as a resource for curriculum implementation, Athiemoolam (2002) contends that teachers have a crucial role to play in the transformation of the learning environment. Bantwini (2009) shares a view similar to Athiemoolam (2002) when he asserts that teachers are key role players to the success of curriculum reform. If that is the case, teachers should be well supported to continue their role as the implementers of the curriculum without strain. In addition to Bantwini's assertion, Blignaut (2007) posits that their knowledge, beliefs, and perceptions play a fundamental role in understanding the reforms. From these observations about teachers in relation to curriculum implementation, it is evident that effective implementation requires a commitment from teachers. This implies that teachers need to be responsible for translating theory into practice.

According to Pretorius (1998: 44), teachers have to transform their classrooms into challenging and stimulating environments so that effective teaching and learning can take place. Rault-Smith (2007) claims that the current crisis in the South African education system, especially in the



Eastern Cape, may well be as a result of the challenges that lay in managing the teaching environment. These remarks seem to suggest that there is a need for teacher effectiveness and the necessary supporting capacity to manage curriculum implementation. Furthermore, offering support to teachers would also result in the improvement of learner academic performance as well as ensuring that all students have highly qualified teachers. Recently, policy makers have recognised that a highly trained teaching corps is a key factor in the improvement and implementation of effective educational programmes. It was established that well prepared teachers who have a strong knowledge base for their respective content areas and teaching methods are more likely to increase students' levels of academic achievement than their lesser prepared counterparts. In support of this viewpoint, Wenglinsky (2002) affirms that skilled teachers enhance student learning. This means that teachers with adequate knowledge about the subject they teach and appropriate teaching strategies (skills) are better able to foster learning with their learners than teachers who have insufficient knowledge and teaching skills.

Wenglinsky (2002) analysed data from over 7000 eighth graders who took the 1996 NAEP mathematics assessment. Among other things, he examined the following teacher variables: "... the teacher's education level, whether the teacher majored or minored in the relevant subject area (mathematics or math education), and the teachers' years of experience." His findings show that the impact of teacher expertise exceeds that of other variables including student income level and that qualified teachers positively influence student achievement. This implies that teaching subjects in which one has little or no training would affect curriculum implementation negatively. In simpler terms, from Wenglinsky's (2002) findings, subject specialisation is correlated with teachers' performance. In curriculum implementation at the GET band, some subjects were not offered in teachers' training institutions and universities. For example, life orientation, technology and economic and management sciences (EMS) were not offered in the majority of institutions that train teachers who were expected to implement the NCS (Van Deventer, 2009). It emerges that these subjects are being taught by unqualified teachers.

According to Wenglinsky (2002), it is evident that the unpreparedness of teachers is related to curriculum implementation. Walelign and Fantahum (2007) are of the same opinion as Wenglinsky (2002) that of all the factors which influence the quality of education and its

contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Because of their substantial role, these findings seem to suggest that teachers should be supported and motivated in order to enable them to implement the curriculum. Concerted efforts to enhance the teachers' understanding in subject teaching are critical.

Gawe, Vakalisa and Van Niekerk (2000) posit that the function of the school is to enhance learning, and for learners to acquire knowledge and skills. They further contend that the teacher is the catalyst who makes information gathering possible. However they are of the opinion that no technological gadgets are likely to replace the teacher. This implies that without the teachers' efforts to master the content and teaching strategies, the implementation of the curriculum could fail. Necessary intervention is needed to ensure that teachers are supported to make meaningful contributions for the purposes of curriculum implementation. Thus, the DoE should note that curriculum implementation is its core business and, therefore, their support is vital. In addition, the support needed should ensure that teachers are better equipped to respond positively to the challenges of curriculum implementation.

It is, therefore, crucial that the DoE provide all schools with adequate numbers of qualified teachers. The teaching personnel in Zimbabwe, for example, impacted teaching and learning negatively. In supporting this viewpoint, Mpfu, Kasayisa, Mhaka, Chireshe and Maunganidze (2007) contend that the over-enrolment of learners places a severe strain on teaching resources, including teaching and learning aids. In their findings it is noted that students with special educational needs experience significant barriers to learning in over-enrolled classes owing to a lack of adequate teacher support. Their findings seem to suggest that the shortage of teachers could hamper curriculum implementation. Onwu and Stoffels (2005) show that classroom management becomes a challenge in schools where there is a shortage of teachers. Consequently, the attention required by the individual learner could be affected. In the light of the above observation it is evident that large classes could affect curriculum implementation in schools. In such situations, the teachers do not have a chance to pay special attention to needy learners and, as a result, curriculum implementation is likely to be affected. This viewpoint is in line with the teachers' expectations that the teachers must ensure that all students make adequate

progress in core academic areas. Therefore, teachers are accountable for the students' academic performance.

The role of teachers has changed and expanded over the past few decades. As a result, teachers' rates of stress and burnout are believed to have increased in schools, and in turn may be influencing teachers' effectiveness (Jennings & Greenberg, 2009). Jennings and Greenberg (2009) further argued that when asked to implement new curricula, it is likely that teachers who have these psychological experiences in the workplace become vulnerable to poor implementation quality. It appears that curriculum implementation could not take place in schools due to work load pressures experienced by teachers. The teacher work load is highlighted in Bantwini's (2009) study as it shows that the teaching of many learning areas was noted as very common and resulting from the teacher shortage. Challenges faced by teachers also include time needed for lesson preparation, assessment processes and many other school related matters.

### **2.3.2 Physical resources and curriculum implementation**

Onwu and Stoffels (2005) contend that physical resources are certainly a major factor that can contribute to or inhibit change. On the basis of the above observation, Blignaut (2007) concurs with Laugksch, Aldridge and Fraser (2007) when he indicates that there are teachers and learners who occupy dilapidated buildings, lacking doors and windows, as well as having no electricity and sanitation. Their findings show that the availability and quality of physical resources constitute a challenge in some South African schools. Laugksch *et al.* (2007) further contend that implementing a curriculum in such an uneven landscape could exacerbate inequalities. Importantly, their findings imply that physical resources have a bearing on curriculum implementation. In an opening address by the Minister of Education, Eastern Cape Province, at the school management indaba held at Bhisho on 14/01/2008, he argued that, "... it is clear to all and sundry that constructive learning cannot take place under conditions where people fear for their lives and feel intimidated by dilapidated classrooms" (Makgato, 2008:8). It is suggested by Christie (1999) that teachers who performed satisfactorily in curriculum implementation are those who are from well-resourced schools. In view of the above literature, it is clear therefore that the

availability of physical resources is closely related to teachers' performance. This implies that curriculum implementation could be affected as a result of inadequate or non-availability of physical resources in schools. Interventions to overcome such challenges are urgently needed so that the teachers could have access to physical resources for improved curriculum implementation.

Facilities in schools in Sub-Sahara Africa are often sub-standard, especially in rural areas where the barest necessities for adequate teaching are lacking (Bragman, 2008). Some countries, notably Ghana and SA, have introduced a system which channels larger portions of the available funding to less well-endowed schools (Bragman, 2008). Bragman (2008) further asserts that adequate physical resources increase the potential of a school in curriculum implementation. The literature makes it clear that where there are sufficient physical resources such as classrooms, furniture, libraries and laboratories curriculum implementation could be enhanced.

In a study conducted in the former Transkei region it was found that there are still dilapidated mud structures where teaching is conducted under those poor conditions (Eastern Cape Fever Newspaper, 2010:1). Under those poor conditions, the teachers could not implement the NCS as they could have if classroom conditions were better. Their teaching ability and the learners' academic performance are likely to be affected as a result of poor classroom conditions. A study conducted by Bragman (2008) indicated that adequate physical resources enhance the potential of the school. It is thus imperative that the DoE and any interested parties provide adequate physical resources to all schools so that teachers could implement the NCS to the best of their abilities.

Poorly or under-resourced teaching and learning conditions can confine the best of teachers to deliver sub-standard work (Onwu & Stoffels, 2005). On that note, Adler and Reed (2003) warn the stakeholders in education that in schools with limited infrastructure, conditions actively detract teachers and learners from the possibilities for focused attention on learning and teaching. There is a general agreement that conditions of classrooms for teachers and learners play a vital role in teaching and learning (Adler & Reed, 2003; Onwu & Stoffels, 2005). This implies that the school stakeholders need to take serious steps to rectify this situation in schools if they expect

teachers to implement the curriculum to its optimum level. Buchel (1992) re-iterates this view and contends that neat and safe buildings help to establish and maintain a sound culture of learning and teaching. From this study, seemingly, for curriculum implementation to be successful, proper classrooms and equipment are vital. To address the challenge of physical resources, finance is needed. Therefore, feasible approaches to fundraise are critical for the effective implementation of a curriculum in any country.

### **2.3.3 The role of finance as resource in curriculum implementation**

According to Chappell (2001) and Kloppers (2001), financial and material shortages, and an accompanying absence of facilities, are the major factors contributing to the poor status of Physical Education in developing countries. It is also crucial to establish whether a shortage of finance has an impact on curriculum implementation or not. The findings of Chappell (2001) and Kloppers (2001) seem to suggest that where finance is inadequate, curriculum implementation could be adversely affected. It is observable from their findings that money is required for materials and equipment to institutionalise a new programme. Availability of funds would offer an opportunity to purchase teaching and learning aids in schools so as to facilitate quality teaching and learning. In supporting this view, Ornsten and Hunkins (2009) assert that money is also necessary to provide often overlooked human support for the implementation effort. It is apparent that where resources are inadequate teachers will struggle to implement the curriculum. Therefore, it is evident that curriculum implementation requires adequate financial resources to be made available in schools if it is to be successful.

In 1988 the DoE in Tanzania had plans to provide support to teachers who needed training in guidance and counselling services for all students regardless of gender. The study indicates that although objectives were set, activities planned, and programmes prepared, none were operationalised owing to financial constraints (Colclough, Al-Samarrai, Rose, & Tembon, 2003). It can be concluded that financial constraints limited their intentions to implement the reforms which were critically needed in the country. Given the reality of the unavailability of finance, it is apparent that curriculum implementation could fail if schools are not adequately funded. The literature reviewed suggests that finance enables the organisations to execute their plans. In

Japan in 1987 the rapid expansion of graduate universities, the grand scheme for incorporating technology into schools, and even long-standing priorities like teacher training programmes also had to be stalled due to the unavailability of funds (Schoppa, 1991). In line with this viewpoint, McLaughlin (1987) affirms that implementation is more likely to succeed if financial support is provided. Provision of finance to schools by the DoE and any interested parties will enable them to organise the needed resources.

#### **2.3.4 Learning and teaching support material (LTSM) and furniture as resources**

According to Pretorius (2002), LTSM refers to textbooks and any related educational materials to be used by teachers and learners for quality teaching to achieve the aims of the learning programme. LTSM in the present study includes but is not limited to textbooks, stationery, computers and teaching and learning aids. Sagell and Wilson (2004) note that textbooks have been part of the school life for centuries. This suggests that instructional innovations have come and gone, but textbooks are still the major instructional tool for most teachers. It is apparent that educational change requires resources such as LTSM. A study conducted by Mammen (2003) reveals that for effective learning to occur, learning materials are important to improve students' learning and their success in assessments. If LTSM are not readily available, the failure rate could be exacerbated, especially in cases where students are from poor academic and economic backgrounds (Mammen, 2003). His findings reveal that giving students locally prepared learning materials could serve as a positive step in achieving empowerment and transformation.

Mammen's findings (2003) were also incorporated into the research consortium led by Peltzer, Shisana, Wilson, Conolly, Louw, Retle, Udgo, Zuma, Letlape, Zung-Dinoayi, Ramlagan, Maroma, Hall and Phutse (2005). They argue that without access to relevant and adequate learning materials, effective implementation of a curriculum will be limited. This implies that the use of relevant and contextually appropriate textbooks is crucial in any educational system. This viewpoint substantiates the view that irrelevant and non-contextual textbooks could result in poor curriculum implementation. Therefore, it is crucial to consider the relevancy of LTSM when engaged in requisitioning. Teachers have to familiarise themselves with LTSM before they order

them for their schools to check their suitability for curriculum implementation. The literature seems to suggest that the irrelevance of LTSM could hinder curriculum implementation.

The survey study conducted by Colclough *et al.* (2003) in African countries reveals shortages of teaching and learning materials in the classroom. The table below shows the scenario in 2003.

**Table 2.1: LTSM per No of students per textbook in their schools**

<b>COUNTRY</b>	<b>No of students per textbook</b>
Ethiopia	5:1
Ghana	2:1
Guinea	10:1
Malawi	5:1
Mali	3:1
Senegal	6:1
Tanzania	4:1
Uganda	6:1
Zambia	5:1

The above scenario illustrates that there is still a challenge in many countries with regard to LTSM. This situation could be applicable to South African schools, especially those in Mthatha. The lack of textbooks, as highlighted by Colclough *et al.* (2003) in the table, indicates that the learners' accessibility to learning material is affected. This illustration shows that curriculum implementation is likely to be affected where there is a shortage of LTSM in schools. Gawe *et al.* (2000) are of the opinion that textbooks advance the spreading of formalised knowledge and make it possible for learners to learn from books rather than from teachers. They concur with Colclough *et al.* (2003) in suggesting that the quality of textbooks be considered. Failure to consider their quality is presumed to contribute to poor teaching and learning especially where there is no library. Given the purpose of LTSM, Colclough *et al.* (2003) recommend that drastic measures should be implemented to remedy the shortage of LTSM.

The findings of Onwu and Stoffels (2005) in the Limpopo Province of SA reveal that the learning opportunities were hampered and learning was slowed down by an inadequate supply of furniture. Their findings imply that curriculum implementation could be affected as a result of insufficient or no furniture in schools. In such a situation, the school furniture poses challenges to teachers as they will not be able, for example, to secure their documents where there are no cupboards. In addition, uncomfortable learners could not pay the necessary attention needed in such a classroom situation. Therefore, the tentative strategies to rescue the problem of insufficient furniture in schools are encouraged for the benefit of both the learners and the teachers to access quality education. From the above literature reviewed on resources, it is discovered by the researcher that a lack of resources could paralyse curriculum implementation.

#### **2.4 SCHOOL MANAGEMENT TEAMS (SMTS)**

In this study SMTs refer to school principals, deputy-principals and Heads of Departments (HODs) in schools. All of them constitute the legitimate leadership of a school and they receive their salaries from the DoE for the duties they perform. Hargreaves (1998) avers that leadership plays a critical role for effective curriculum implementation. This means that leadership is a skill needed from SMTs to ensure effective curriculum implementation. Hargreaves (1998) contends that managing change:

becomes a collective process, not an individual one. Initiative and creativity come out of the shadows of coordination and control. Leadership calls for the ability to create underlying senses of basic personnel safety and emotional security, in which risk and creativity can flourish. Efforts are coordinated and new directions set by learning, information gathering and dialogues rather than through administrative regulation and hierarchical control (Hargreaves, 1998: 285).

The above assertion seems to suggest that principals alone cannot effectively carry out all the school activities for which they are responsible without including their HODs and deputy-



principals in leadership. In other words, Hargreaves's (1998) assertion is an indication that principals alone are not enough to ensure that all the school activities are effectively carried out without including deputy principals and HODs in managing schools at large. According to the Employment of Educators Act No. 76, promulgated in 1998, principals' duties differ from school to school. This Act specifies that a principal of a primary school is expected to teach at least 10% to 90% of a full teaching timetable, while in secondary schools he/she is expected to teach between 5% and 60%. The purpose for such a demarcation seeks to afford school principals the time and opportunity to render other duties, such as supporting his/her staff, monitoring curriculum implementation, and so forth.

In Namibia, O'Sullivan (2002) argues that administrative support is crucial for proper school functioning. In line with this view, it is confirmed by De Clercq (2007) that the SMTs' support should aim to promote a more conducive environment for teaching and learning. In the light of such observations, it can be concluded that curriculum implementation is related to the support SMTs provide to their teachers.

According to the National Council of Teachers of Mathematics News Bulletin (NCTB) (2007), principals serve as instructional leaders who provide access to different paths to professional development for their staff. This means that effective principals understand the importance of teachers' pedagogical knowledge. The NCTB (2007) shows that the principals could achieve this by collaborating with all stakeholders in curriculum implementation and align all school resources with school improvement priorities. This seems to indicate that where teachers are not monitored and not supported, they tend to neglect what they are supposed to be doing especially if it involves curriculum change. The literature suggests that monitoring the implementation of curriculum so that it can be orchestrated and coordinated in classrooms by teachers is of utmost importance. It appears imperative that leaders should regularly and frequently check on the teachers to solicit needs and inquire how things are going. Hall and Hord (1987) affirm that classroom visits and collecting evidence about curriculum implementation by leaders lend support to implementers. It is expected that leaders should provide support to teachers by means of providing resources, designing lesson plans that focus on the new policy and by demonstrating how the lessons might be conducted (Hall & Hord, 1987).

In a study conducted by Morton (1996) investigating the implementation of computers in classrooms, it was found that a lack of support by administrators was a significant barrier towards implementation of computers in classrooms. Mann (1997) argued that successful implementation of computers can only occur if administrators offer teachers support and leadership. Supporting this view, the Commonwealth Secretariat (1993) also asserts that senior staff should regularly audit and check the curriculum for relevance and balance, and for effectiveness of their teaching and learning outcomes. Fullan's (2001) findings reveal that effective implementation depends on the principal taking an active role in initiating and responding to change efforts in the school. He further avers that principals who are successful managers of change may be directive or responsive in their approaches. When the SMTs of schools show an interest in what takes place at schools, teachers will be more dedicated, resulting in more effective and meaningful curriculum implementation. Principals need to be knowledgeable about innovation goals in order to understand the needs of teachers and the progress and problems they experience during implementation (Fullan, 2001). When principals pay attention to particular innovations, there will be a greater degree of implementation in the schools' classrooms (Fullan, 2001).

Bush, Bell, Bolland, Glatter and Ribbins (1999: 111) suggested that people need to be managed in order to optimise their own instructional practices. Bush *et al.* (1999) agree that teachers tend to follow a curriculum more closely when principals play an active role in its implementation. It was found that a new curriculum does not flourish when the principal remains in an office, verbalises support, and lets the teachers struggle with problems (McNeil, 1996). This implies that the SMTs should be hands on in terms of curriculum implementation. Their support and understanding could enhance teachers' capacity in aspects such as curriculum implementation and other school related activities.

Hall and Hord (2001) opine that the change cannot be sustained in the absence of strong support from school administrators. Securing sustainable quality performance improvements for a school requires visionary leadership, which supports and enhances the work of those closest to the customers (Murgatroyd & Morgan, 1993:xii). Murgatroyd and Morgan (1993) suggest that the SMT be supportive of their subordinates for effective curriculum implementation. It appears that

without professional support from the SMT, teaching and learning programmes seem impossible. It is clear that a leader of a school plays an important role in the management of educational change. Most studies in the literature on change refer to the school principal as a change agent who has to accept the responsibility for managing change in a school (Van der Westhuizen, 2003). Van der Westhuizen (2003) contends that the principal as a change agent is expected to initiate change, to facilitate it, and to implement it. Bush and West-Burnham (1994) suggest that in order to achieve quality in learning there has to be quality in management. Managers of schools need to know the range and quality of learning experiences being offered to their learners. According to Bush and West-Burnham (1994), knowing involves monitoring where curriculum implementation is reviewed consistently and persistently. This could only materialise if the SMTs focus on the learners and empower teachers to meet student needs. If the SMTs fail to develop their teachers, the regression of teachers will be more severe and more difficult to reverse (Bush & West-Burnham, 1994). Good managers in their schools offer a sense of coherence and structure (Bush & West-Burnham, 1994).

The findings of Dalin, Ayono, Biazen, Dibaba, Jahan, Miles and Rojas (1994) reveal that the pressure from Nuclea directors and coordinators did not ensure curriculum implementation. The Escuela Nueva programme in Colombia which was implemented, failed because the headmaster was not committed to the implementation of the programme. The major finding was that administrators did not visit the school and the headmaster did not support the programme.

Visscher (1999) argues that effective and highly productive managers distinguish themselves from less productive ones in four respects as follows:

- they demonstrate supportive behaviour, through which they give subordinates the feeling of being respected as important group members;
- they emphasise reaching the employees to accomplish the work leading to expected outcomes; they facilitate the work of their subordinates mainly by removing constraints; and
- they facilitate the interaction between group members with the intent of developing group cohesion and building productive teams (Visscher, 1999: 181-182).

From the above distinguishing features of a school manager by Visscher (1999), it is acknowledged by Dalin *et al.* (1994) that the key factor that distinguishes successful implementation is the role of the head-teacher. It was found that in all of the more successful schools, the head-teacher took an active role in implementing all aspects of the programme (Dalin *et al.*, 1994). Their findings seem to suggest that SMTs should be involved in the implementation of curriculum in schools. Van der Westhuizen (2003) incorporates the findings of Dalin *et al.* (1994) and Visscher (1999) when he posits that the skills and personal qualities of a principal have a crucial role to play in terms of curriculum implementation. The observation of Levine (2005) with regard to principals and curriculum implementation is that principal candidates and existing principals are often ill-prepared and inadequately supported to organise schools to improve learning while managing all the other demands of the job. It appears that the implementation of a curriculum could fail if the principals lack leadership skills to help enhance teaching and learning in schools. Their failure could be attributed to, amongst others, non-attendance of in-service training on curriculum implementation. It is evident that principals need support from both within and outside the school (Donnelly, 2003). This entails the DoE and non-governmental organisations (NGOs) intervening to empower principals with the necessary leadership skills that will enable them to make meaningful contributions to their schools. Fullan (2001) contends that the quality of collegial relationships in schools is a requirement for curriculum implementation. Where teachers have good quality of collegial relationships, they are able to help one another in school-related issues. However, with regard to support from outside, in the form of regular professional development sessions by the DoE to principals are viewed as a requirement to enhance curriculum implementation in schools.

A study by Gumbi and Singh (2009) confirms that there is a dire need for the training of SMTs in school-related activities. In their study, they are of the view that many principals in SA have not received in-service training related to the management of school resources. Their findings reveal that the implications of not training SMTs result in the ineffective management of school resources. Principals who are adequately trained would be able to provide professional support and ensure that the curriculum is implemented. Trained principals will be creative and provide the necessary conditions for curriculum implementation.

## 2.5 IN-SERVICE TRAINING AND IMPLEMENTATION OF CURRICULUM

In-service training of teachers is a programme that should be considered in ensuring that policies in schools are understood before they are implemented. Kelly (1997:15-28) maintains that classroom practice cannot be changed just by changing curriculum documents and materials. Such theorists conclude that curriculum change implies a need for ongoing professional development or the in-service training of teachers (Kelly, 1997). Mothata *et al.* (2000:85) regard in-service education and training (INSET) as programmes aimed at upgrading the teachers' skills and content knowledge for the purpose of improving professional work. Mpofu *et al.* (2007:143) assert that in-service teacher education has to a large extent become the vehicle for bringing about planned change in education systems as witnessed in the world wide movement towards inclusive education.

It should be noted that a teacher's initial training is not always adequate for effective instruction. If the quality of teaching and learning is to be improved, the development of teachers is necessary in the form of in-service training to strengthen teachers' skills and knowledge (Van Deventer & Kruger, 2005:250-251). Thomen (2005:813) argues that the process of implementing educational change to improve the quality of professional practice largely depends on the professional development of practitioners. In this respect, teachers require relevant training to empower them with teaching strategies and content knowledge suitable for curriculum implementation. Their needs analysis is needed upfront to assist in planning for fruitful workshops. Knowing what challenges teachers face when implementing the curriculum is a necessary condition to offer adequate and appropriate in-service training to them. Chisholm (2000) opines that difficulties in implementing the new curriculum in South Africa could be the result of inadequately trained teachers.

In 2008, a Member of the Executive Council (MEC) of the Eastern Cape Province DoE stressed that curriculum implementation requires focused and ongoing teacher development (Makgato, 2008). In the light of these suggestions, an ongoing in-service training that would help to fill in the content gaps for teachers is needed so that they could implement the NCS. This will serve to

address the observation of the Director General in the National DoE who confessed that teachers had been poorly trained to implement the curriculum (City Press, 2007).

According to Ornstein and Hunkins (2004:303), in-service training should have the necessary flexibility to respond to the changing needs of the staff and programmes. They suggest that in-service programmes provide an accessible schedule for curriculum implementers and open discussions throughout the implementation process. Such discussions will allow the teachers to voice their objections or concerns and consequently reduce opposition. If teachers have opportunities like these, they will have a platform to share their concerns and be better prepared to overcome those challenges.

Cheunyane (2008) cited Balt who is a president of the National Professional Teachers' Organisation of South Africa (NAPTOSA), who argues that the new learning initiative could not succeed if there was no concerted effort to provide teachers with the relevant training. It is clear that the training of teachers is related to their classroom practice. On the basis of such observations, relevant training of teachers is critical for effective implementation of the curriculum.

Naicker (2005) as cited by Mpofu *et al.* (2007) avers that the one week training sessions did not offer a theoretical framework and failed to emphasise the epistemological differences between the old and new curricula. This means that the duration of curriculum training is a major concern for the implementation of the curriculum. The duration of in-service training and their relevance are critical to prepare teachers to implement the curriculum. It appears that when the in-service training does not address the context in which the schools operate, the teachers continue to face challenges in implementing the curriculum. This means that the teachers will struggle to implement the curriculum.

A quantitative study conducted in Australia by Brownlee and Carrington (2000) revealed that three quarters of the teachers who had received professional development in technology reported that it had empowered them with skills to face challenges in the classroom. In addition, those teachers reported that, as a result of professional development, they had changed their teaching

strategies sufficiently to cope with the technology curriculum. Teachers further reported that they were empowered with teaching skills that they did not previously have. Contrary to the above findings, the remainder of the sample, i.e. one quarter of the teachers, was unhappy about their professional development. Their biggest concern was that professional development was too theoretical and advisors had no practical experience. Professional development had failed to provide adequate support to teachers which they so urgently required. This could impact teachers negatively and they could fail to meet the processes of successful curriculum implementation.

Nasser and Abouchedid (2006) conducted a survey investigating the attitudes of teachers and directors towards the worth and values of implementing a distance education programme in Lebanon. It was found that there was a need for constant in-service training so that schools could better understand the structural, curricular, and pedagogical practices required for distance education programs in Lebanon. Reddy (2004:142) expressed a similar view that continuous in-service training was requested by teachers in the Western Cape Province of SA so that they could improve their professional work.

A study conducted by Van Graan *et al.* (2006) reveals that Namibia has very little continuous in-service professional development. However, Namibian teachers strongly claim that the school improvement plan (SIP) is an example of in-service teacher professional development that is working and which could be useful in other countries seeking solutions to similar challenges. The focus in Namibian schools is an ongoing, continuous school or cluster- based professional development. This could even be a solution to teachers in the Mthatha schools.

A qualitative study was conducted by MacDonald, Stodel and Farres (2001) on teachers' perceptions towards creative dance in Ottawa. It was found that there was inadequate understanding of what creative dance entails. Training was seen as a critical tool to overcome that challenge. Training was suggested in order to effect change. It was noted that the training would have to be done in such a way as to make teachers feel competent and confident in teaching creative dance. After participation in those series of training, teachers reported changes in both their attitudes and pedagogical practices regarding creative dance.

In a study conducted in California, a critical path analysis of California's Science and Technology Education System, (CCST) examined the entire education system as a single process, from kindergarten through postsecondary (Cordova, Huang, Gasse, Gordon, Rockwood & Vertibi, 2007). The report analysed science, technology, engineering and mathematics (STEM) degree production in detail in order to determine which points in the education system were impeding success. Although the report identified difficulties at every level of the education system, there were particularly alarming rates of student attrition from science and mathematics courses between the 9th and 12th grades. In short, many students were not completing high school with the science and mathematics skills needed to graduate or advance to a four-year college or university course, and many of those who matriculated were not well-prepared to pursue STEM degrees. It was found that one of the most disturbing factors identified as contributing to poor student performance in science and mathematics was the lack of fully prepared teachers. These findings are attributed to limited or lack of focus on in-service training to better prepare teachers to teach science and mathematics. This case makes it crystal clear that generally teachers need to be well trained to implement the curriculum. It is learnt from the reviewed literature that preparation of teachers for teaching subjects effectively is crucial for quality teaching and learning of learners. This is confirmed by the findings of Ramparsad (1999) and MacDonald *et al.* (2001) that show that insufficient knowledge of the subjects to be taught by the teachers contributes to the poor academic performance of learners. In these conditions the literature indicates that the teachers struggle to cope with curriculum implementation when they are not fully prepared. Ramparsad (1999) posits that teachers did not have the necessary skills to impact policy decisions due to a lack of training.

One of the findings made in the Netherlands by the Committee on the Future of the Teaching Profession was limited teachers' professional development. It was found that schools do not pay much attention to teacher in-service training (Visscher, 1999). The analysis of this Committee shows that a lack of professional development affects or inhibits the effective implementation of the curriculum. Ongoing professional development is essential to ensure that teachers have access to the latest research in teaching methods and equipment so that they are able to respond to continuing changes within schools and in the external environment. In view of these findings, the on-going in-service training of teachers is vital for curriculum implementation. Bowsher



(2001) articulates that a well-trained professional workforce tends to result in increased productivity, higher employee morale and faster implementation of strategic directions and tactical decisions. This suggests that the DoE has to ensure that teachers are adequately exposed to in-service training to acquire necessary teaching strategies and content for curriculum implementation. This suggestion is supported by Emerson and Goddard (1989) when they view the in-service training as a programme necessary to develop and enhance the expertise of teachers. The above literature review makes it clear that if in-service training is not carefully attended to, the implementation of any curriculum will struggle. It is also apparent that in-service training that does address the teachers' needs could stall the progress of curriculum implementation.

## **2.6 SUPPORT FROM THE EDUCATION DISTRICT OFFICIALS (EDOs)**

The EDOs include district manager or district director, chief education specialists, deputy chief education specialists, senior education specialists and district support personnel. De Clercq's findings (2007) reveal that support from the EDOs is targeted at different aspects of the schooling system such as curriculum, infrastructure, management, and staff capacity building. De Clercq (2007) argues that support for teachers consists of professional on-site support through a system of facilitation and mentoring. It is imperative to note that teachers qualify for the support from the EDOs to enhance curriculum implementation. Furthermore, her findings show that the DoE is failing to explain the content, purpose and ways of implementing the various policies relating to the curriculum. In addition, De Clercq (2007) justifies this viewpoint by stating that EDOs are unable to provide the appropriate support to schools. The same recommendation was reiterated by Gumbi and Singh (2009) who argue that EDOs require in-service training courses themselves to enable them to support the principals and teachers in implementing the educational policies. These findings illustrate that implementation of any curriculum will fail if inadequate support is provided.

To help improve curriculum implementation, district leadership should reward teachers' efforts by providing necessary support which is deemed to enhance curriculum implementation. In a similar view, Colclough *et al.* (2003) show that administrative and supervisory support for

education from EDOs can have an important influence on the quality of education. This implies that support from the EDOs plays a critical role in the school's functionality which includes curriculum implementation.

Ward (2004) alleges that EDOs can serve as a major determining factor for the adoption, implementation and institutionalisation of programme reform initiatives. According to Ward (2004), the locus of policy making at the district level can sometimes determine effective reform at the school level. Englert (1993) as cited by Ward (2004) states that supportive policy frameworks designed to act at the district level have the potential to support reform at school level. This indicates that EDOs should provide the necessary support to schools that will enable them to contribute positively towards curriculum implementation.

In a study conducted by Colclough *et al.* (2003) it was divulged that very few head teachers had any specific training for their jobs, nor was promotion usually based on acquired leadership or management skills. Colclough *et al.* (2003) cite Kadzamira and Chibwana (2000) who contend that shortages of teachers in Ethiopia and Malawi led heads to combine both teaching and administrative responsibilities, as a result of which little or no time was left for them to supervise the work of staff. This seems to pose a challenge to principals whose workload prohibits them from paying attention to the implementation of the curriculum in the South African context. The South African context in the Mthatha area is not dissimilar to the above scenario where the workloads of principals could interfere with the implementation of the NCS. The workload of SMTs should be reduced according to DoE statistics on children in SA (2009-2010). The 2011/2012 staff-establishment issued to all public schools of South Africa in 2011, prescribe that the teacher:learner ratio should be articulated as follows:

- for further education and training (FET) band, 1:35
- for GET band, 1:40.

Bantwini 's (2009) findings disclose that teachers expressed the desire for ongoing support in areas that they were not doing well in the implementation of the RNCS, but this did not materialise. Bantwini (2009) further argues that the problem was accentuated by a lack of subject

specialists who would ensure that teachers in the same school were collaborating and assisting each other in challenges encountered in their teaching area. His findings seem to suggest that the DoE should consider employing adequate and expert subject advisors so as to monitor curriculum implementation in schools. The findings of Guy, Paraide, Kippel and Reta (2001) indicate that there are few, if any, mechanisms in schools to support teachers who seek to introduce reform curriculum initiatives on the basis of their workshop experiences. It is further argued by Guy *et al.* (2001) that teachers reported little, if anything, about receiving support from head teachers, senior teachers, or inspectors on how to implement curriculum reform. This means that teachers were not supported adequately by the DoE. In this regard they suggest that the DoE at district level, provincial level and national level should develop and implement appropriate policies and practices to support teachers in classroom settings to improve on curriculum implementation.

In addition to the provision of in-service training, it is important to ensure that a needs analysis be conducted to identify the knowledge required by the teachers (Christenson, 1997). It is further suggested that in-service training incorporates activities which are relevant to the audience in a collaborative, problem solving approach (Christenson, 1997). In his findings, he contends that one-shot in-service was not sufficient to enable teachers to implement technology in the classroom. It is evident that properly organized in-service training of teachers could benefit them with appropriate teaching strategies and relevant knowledge required for meaningful curriculum implementation.

## **2.7 PARENTAL INVOLVEMENT IN CURRICULUM IMPLEMENTATION**

The definition of “parent” in the South African Schools Act No 84 (SASA) which was promulgated in 1996 includes not only biological parents or legal guardians but also grandparents or other relatives who take care of the learner (Naidu, Joubert & Mosoge, 2008). SASA is an act that prescribes all school related policies in South African schools. In this study “parent” refers to a person who undertakes an obligation orally, in writing or by conduct, to meet the needs of the learner. The observation of Drake (2000) is in line with the SASA No 84 of 1996 in stating that: the challenges that students in America’s public schools face cannot be solved by teachers alone, nor can these problems be solved by parents or families alone. Epstein (2001) suggests

that parents who are informed and involved in their children's schooling can positively impact on their attitudes and performance. It implies that greater collaboration between the school and home is needed when dealing with the education of a child. Such an approach recognises the significance of families and the contributions of schools as a necessary framework for working together in complementary efforts toward common goals to maximise success for students (Christenson & Sheridan, 2001).

An ethnographic study which focused on the effects of black parental involvement on the success of their children in the historically disadvantaged black secondary schools was conducted by Singh, Msila and Mbokodi, (2002). Their findings uncovered that the black parents' role is crucial in the enhancement of learner success. Parents who played little or no role in their children's homework and study programmes contributed to the poor performance of their children in the classroom. It was further established that the extremely limited success thus far in the implementation of OBE in historically black communities was largely due to the absence of cooperation between the school and the home (Singh *et al.*, 2002). The results of their study affirm that parental involvement is crucial in the development of curriculum in schools. The literature reviewed shows that quality of parental involvement has an impact on curriculum implementation.

Naidu *et al.* (2008) concur with Singh *et al.* (2002) that parental involvement contributes to improved learner attendance, positive attitudes towards the school and learning, increased homework completion, greater job satisfaction among teachers, and improved communication between the school and the community. Scott, Stein and Thorkildsen (1999) contend that much of the research on parental involvement and student performance reveals that their relationship correlates. Their report is supported by their statement that the learners, teachers and the community are expected to become a single, united voice in shaping the curriculum of the school (ECDoE, 1997). It is evident that curriculum implementation is related to parental involvement. This means that the school and the parents all have crucial roles to play and the impact is greater if parents and schools work in partnership. It implies that students need to be motivated in order to perform to the best of their ability.

Kruger (2006) contends that the best curriculum, facilities and teachers in the world will be of no avail, unless the investors (parents) are clearly seen as the *raison d'être* of the whole process. In simpler terms, the parents and teachers are jointly responsible for the education of the children. This means that if parents fully participate in the education of their children that will translate into greater collaboration with teachers in ensuring that curriculum implementation improves. This is measured in the form of improved academic achievement of children. Vassallo (2000) points out that parental involvement in a child's education is a strong predictor of learner achievement. These findings suggest that the more involved the parent, the better the child will perform academically.

This means that the chances of effective curriculum implementation are possible in schools that have good parent-teacher relations. According to Vassallo (2000), once parents assume the responsibility of advocating for and supporting their children's education, they will become partners with teachers to create the schools their children need. The parents may even want to learn more and possibly attend the parent classes conducted by the schools. This could produce a positive spiral of success for the parent, school, and student (Gelfer, 1995).

A meta-analysis study conducted by Jeynes (2003) concurs with that of Gelfer (1995), LaBahn,(1995), and Vandergrift and Greene (1992), finding that for the overall population of students, on average, the achievement scores of children with highly involved parents are higher than those for children with less involved parents. Seemingly, this shows that the maximum participation that exists between a school and parents enables quality teaching as parties share their concerns and tentative solutions in resolving school problems. In a similar report by Gelfer (1995) it was found that the academic achievement score distribution or range of scores for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.

According to Fielstein and Phelps (2001) and based on their research, when parents are involved, students have higher test scores and graduation rates. It is found that there is better school attendance and self-esteem of learners (Fielstein & Phelps, 2001). Furthermore, it is cited that where parents are involved in the education of their children, there are lower rates of suspension,

decreased use of drugs and alcohol and fewer instances of violent behaviour (Fielstein & Phelps, 2001). The provision of effective education requires an environment conducive for teachers and parents to work together in assisting the child for enhanced teaching and learning. In such conditions, effective curriculum implementation is likely to occur.

Van Deventer and Kruger (2005) further emphasise that without cooperation between the parent and the teacher, the child cannot be sufficiently educated. Parental involvement means providing children with relevant resources needed by teachers to implement the curriculum. Pillay and Nesengane (2006) aver that parents have to create conditions conducive for their children to learn. Failure to provide the children with those resources could hinder their academic performance and consequently affect curriculum implementation by teachers. In supporting this view, Cotton and Wikelund (2001) opine that parents can support their children's schooling by attending school functions and responding to school obligations. They can become more involved in helping their children improve schoolwork by providing encouragement and arranging for appropriate study time and space. They should also model desired behaviour, monitor homework and actively tutor their children at home (Cotton & Wikelund, 2001).

Desforges and Aboucher (2003) propose forms of parental involvement when they state that good parenting in the home includes the provision of a secure and suitable environment. They further articulate that parental involvement encompasses intellectual stimulation, parent-child discussion, good models of constructive social and educational values, and high aspirations relating to personal fulfilment and good citizenship. It is evident that, where parental involvement exists, parents will ensure contact with schools to share information and participate in school improvement and governance (Desforges & Aboucher, 2003).

The SASA No 84 of 1996 stipulates that parents should be meaningful partners in the education of their children by providing basic necessities required at school. Parents and guardians have a vital role to play in any curriculum implementation. They are required to share with the state the responsibility for the education of their children. Parents are therefore expected to monitor the progress of their children at home as well as at school. It is crucial that a system where school-based teachers collaborate with the parents to ensure quality education be established and

operates in schools. From such expectations it appears that, without parental involvement, an effort to implement the NCS in schools could struggle. Continuity in home and school learning and the active involvement of parents in school matters are considered in various strands of school effectiveness research (Scheerens & Bosker, 1997). Scheerens and Bosker (1997) argue that little parental support impedes effectiveness. This means that teaching and learning could fail as a result of little or no parental involvement. Ward (2004) claims that parents serve as useful resources to help school principals and teacher-leaders implement school reform initiatives. Improving parental involvement seems to be an important step to attain success in curriculum implementation.

The literature seems to indicate that if there is collaboration among all stakeholders who have interests in education and schools curriculum implementation is more likely to improve only through the joint efforts of educators, learners, parents, members of their local communities and the DoE. It is also cited in the SASA Number 84 of 1996 (Republic of South Africa, 1996) that the business of education is that of the schools and the homes working together in partnership. In this respect, Clark (2005) avers that schools engaging and working with parents is one of the most vital parts of providing children with an excellent education and good chances of success in life. The general contention is that when schools and homes work together, in partnership, to support learning, everyone benefits – the children do better in school and life; parents become empowered; teacher morale improves; schools get better; and communities grow stronger (The Public School Parents' Network, 2005).

With regard to challenges impacting negatively on curriculum implementation Ornstein and Hunkins (2004) have proposed the **Educational Change Model (ECM)** as an effective model to effect and facilitate educational change. Briefly, the ECM proposes that the needs of the people should be a priority and for people to accept an innovation they need to perceive its quality, worth and practicality (Ornstein & Hunkins, 2004). This implies that teachers are important in understanding the need for curriculum change. Their commitment could play a crucial role in ensuring that the curriculum is effectively implemented.

## 2.9 SUMMARY

In this chapter the related literature to the research questions was reviewed. It was established that educational change struggled to succeed where there was no joint planning by education planners and teachers. It was deduced that if the educational change is not thoroughly planned, educational change is likely to fail. The model suggested by Ornstein and Hunkins (2004) emphasised that the DoE should encourage and involve relevant role-players in the transformation of education. The chapter discussed the impact of teachers' attitudes towards curriculum implementation. The reviewed literature showed that teachers' commitment is critical for curriculum implementation. This means that with limited teachers' commitment, the curriculum implementation could be affected. The role of resources on curriculum implementation with special reference to the teacher as a resource, and infrastructure issues ranging from classrooms to equipment, LTSM, finance and furniture was discussed. The literature reviewed indicated that resources have a crucial role to play in the implementation of the curriculum. Furthermore, some of the factors that were discussed were the support role of the SMT in influencing curriculum implementation, the role of in-service training and support from education district officials towards curriculum implementation, and the role of parental involvement in relation to the curriculum implementation. Much evidence of the literature reviewed reveals that overcoming these factors could enhance the implementation of a curriculum.

**The next chapter (Chapter Three) will focus on the research methodology and design.**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

The purpose of this chapter is to present all aspects pertaining to research methodology that are employed in an investigation. The chapter commences by describing the research design in relation to its significance to this investigation. The population from which the sample will be drawn is articulated to provide meaningful insight into who will be the research participants of this investigation. The strategy to select the sample for this research will be discussed to ensure that the research instruments are administered to relevant people in relation to the research question of this study. This chapter also explains data collection procedures, the findings of the pilot study, ethical considerations and all other research related aspects.

#### **3.2 RESEARCH DESIGN AND METHODOLOGY**

It is important to describe the research design of a study so that it is clear what research instruments will be used for the purposes of a particular study and how they will be used to gather the data from participants. The research design is a researcher's overall plan for obtaining reliable answers to the research statements or for testing the research hypotheses. It is a strategy to integrate the different components of the research project in a cohesive and coherent way. The research design of this study is a mixed-method design which is exploratory and explanatory in nature. Maree (2007: 264) asserts that the purpose of explanatory design is to use the quantitative findings to help clarify the quantitative results. Maree (2007) further explains that the quantitative results provide a general picture of the research problem while the qualitative results refine, explain or extend the general picture gained from the quantitative results. This implies that the quantitative data was collected first and, depending on the results, qualitative data was gathered afterwards. This showed that triangulation was implemented. The researcher chose the mixed-method design to ensure that the research question is answered. According to McMillan and Schumacher (2006) a mixed method design offers important advantages when used in research. Some of the benefits are:

- it enables the researcher to incorporate the strengths of each method, and provides for a more comprehensive picture of what is being studied, the nature of the data collected is not confined to one type of method which encourages producing a more complete set of research statements as well as conclusions, and
- it is also helpful to supplement a primarily quantitative or qualitative study with some data from the other method (McMillan & Schumacher, 2006:401).

Creswell and Clark (2007) are of the opinion that a mixed method approach helps answer questions that cannot be answered by qualitative or quantitative approaches individually. It also encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers, and is practical in the sense that the researcher is free to use all methods possible to address the research (Creswell & Clark, 2007:9-10).

The explanation provided by Creswell and Clark (2007) is similar to that of McMillan and Schumacher (2006) in that research approaches associated with qualitative and quantitative research are used in mixed method research. According to Drew, Hardman and Hosp (2008), the aim of mixed method research is to capitalise on the strengths of each approach and to minimise the limitations or weaknesses. Johnson and Christensen (2008:36) share a similar view to McMillan and Schumacher (2006), Creswell and Clark (2007), and Drew *et al.* (2008) that, "... a mixed method approach is selected because it enables a researcher to observe behaviour as it naturally takes place and therefore increases realism and when both methods are used causality is strong and realism is no longer a big problem." From the above observations with regard to mixed method research, it is evident that there could be little chance, if any, of missing the reliable and valid information to address the research questions. Given that each of these approaches has its own strengths and limitations, combining them seems a good idea. Using multiple approaches can capitalise on the strengths of each approach and offset their different weaknesses. It could also provide more comprehensive answers to research questions, going beyond the limitations of a single approach. It does appear to offer a more comprehensive approach to finding answers to research questions. To sum, up the use of mixed-method is likely

to increase the quality of final results and to provide a more comprehensive understanding of analysed phenomena.

### **3.3 POPULATION**

Johnson and Christensen (2008) contend that a population is a large group to which a researcher wants to generalise his/her sample. They further assert that the population is the total group that the researcher is interested in learning more about. In this study, the researcher was interested in focusing on the viewpoints' and experiences' of intermediate-phase teachers from Mthatha schools with regard to the NCS. The intermediate-phase teachers are chosen in this study as this phase constitutes one of the most critical phases in the GET band (Policy Document, 2000).

### **3.4 SAMPLE**

According to Johnson and Christensen (2008: 224) a sample is a set of elements taken from a population. It is further explained that an element is the basic unit selected from the population (Johnson & Christensen, 2008: 224). It entails, therefore that a certain percentage or number chosen from a population is a sample. In simpler terms, a sample is a subset of an entire population. That means a sample refers to those people, objects or events selected from the population for inclusion in the investigation with the purpose of generalising or applying the results to the population. Gorard (2001) avers that a sample is used to save time and money. Gorard (2001) further remarks that a sample is a useful short cut leading to results that can be almost as accurate as those of the population being studied. In selecting a sample, representativeness is crucial so that the total knowledge gained is representative of the total population under study. The representativeness here refers to the extent to which the sample data or members reflect accurately the characteristics of the population from which they are drawn. In this study, questionnaires were distributed to 210 teachers who volunteered to participate when they were approached. At the time of collecting questionnaires it was 148 (70.5 %) teachers who completed and returned the questionnaires. This means that sample of the study was 148 teachers. The researcher used two sampling techniques to select the sample for this study. The simple random sampling was used in the case of questionnaires while in the case of interviews

purposive sampling was used. This was based on the grounds that properly drawn samples provide information appropriate for describing the population of the investigation (Babbie & Mouton, 2001: 184). Babbie and Mouton (2001) describe simple random sampling as the basic sampling method assumed in the statistical computations of social research. Selection of teachers was done by assigning numbers that contribute to the automatic selection of the sample. In this process every individual is afforded an equal opportunity of being chosen for the investigation. This was done by compiling a list of all the Mthatha schools with intermediate-phase teachers and assigning numbers to the names of school. All those schools whose numbers were even numbers were asked to volunteer to participate in the investigation. The purposive sampling was used to select ten teachers from the 148 intermediate-phase teachers who participated in the data collection process through questionnaires to volunteer for interviews. McMillan and Schumacher (2006: 128) outline the following benefits of purposive sampling:

- it is less costly and time consuming,
- ease of administration,
- usually assures high participation, and
- assures receipt of needed information.

In addition to the benefits identified above, Creswell and Clark (2007: 112) cite the following advantages:

- researchers intentionally select individuals and sites that can provide the necessary information, and
- researchers intentionally select participants who have experience with the central phenomenon or the key concept being explored.

Furthermore, they argue that, if participants are purposefully chosen, their views will provide a good qualitative study. On the other hand, in quantitative research, they hold that the intent of sampling individuals is to choose individuals who are representative of a population so that the results can be generalised to a population. It is suggested that criteria such as race, gender, level of schooling, or any number of factors that would differentiate participants should be considered

when using purposeful sampling to select participants for a study (Creswell & Clark, 2007). Also in this study, the suggested criteria by Creswell and Clark (2007) were duly considered to make the study meaningful. The sample profile was considered in the study to gain insight into the context within which they work as they are able to reflect on their own practices and experiences.

In view of the above cited advantages for using simple random and purposeful sampling in selecting a sample, the researcher ensured that only Mthatha schools that had Intermediate-Phase teachers were included in the study. This means that high schools were not included in the study. The researcher requested the District Director to furnish him with a list of Mthatha schools which was studied carefully and ensured that schools that had Intermediate-Phase teachers were included in the study since junior secondary schools in the former Transkei region include the intermediate-phase group. The simple random sampling was conducted in the following manner by the researcher. Those schools representing the Intermediate-Phase teachers were arranged in alphabetical order. In the list that was drawn up by the researcher, all even numbers were communicated telephonically and others, as a result of their accessibility to the researcher, were physically visited to persuade them to be the research participants of this study.

The number of participants is a serious concern to design strength and research outcomes (Drew *et al.*, 2008). With regard to sample size, Gorard (2001: 11) argues that a small sample could lead to a loss of potentially valuable results. In the case of questionnaires being administered to a small sample, it is evident that some participants would not return all the questionnaires, some statements may not be answered, and some may be answered unintelligibly (Gorard, 2001: 11). According to Struwig and Stead (2001), the larger the sample size, the greater the likelihood of its precision or reliability. Cohen and Manion (1995) assert that sample size depends upon the purpose of the study and the nature of the population under scrutiny. 210 Intermediate-Phase teachers from 278 Mthatha schools constituted the sample of the study. Such a sample is large enough to study and is representative of the population (Creswell & Clark, 2007). Creswell and Clark (2007) further contend that a large sample reduces sampling error. In addition to the intent of a large sample, it enables the researchers to draw inferences with some confidence that the sample reflects the characteristics of the entire population (Creswell & Clark, 2007). Drew *et al.*

(2008) concur with Creswell and Clark (2007) by asserting that it is important for a researcher to have an adequate sample of the population under study.

Thus, the attainment of the sample will focus on schools that have the intermediate-phase level in the Mthatha Education District. The DoE of the Eastern Cape Province has 23 education districts (Eastern Cape DoE Closed Bulletin, 2009). The Mthatha Education District is one of the education districts in the Eastern Cape Province that has many schools led by a District Director. In each education district there are various sections that are led by their Chief Education Specialists (CESs) to enable proper functioning of the educational programmes. Some of the sections are as follows:

- curriculum design and curriculum implementation,
- governance,
- special education,
- education special needs, and
- adult basic education and training (ABET).

The Mthatha Education District has 361 schools with intermediate-phase levels (Mthatha Education District Operational Plan, 2010/2011:1). The District is divided into 14 circuits, each of which is managed by a circuit manager or Deputy Chief Education Specialist (DCES). The District Director, CES and DCES form the district leadership which in this study is referred to as officials of the Department of Education (DoE). Each circuit has approximately 20 schools ranging from pre-primary to senior secondary schools. Each circuit is represented by its teachers. Thus a total of 210 intermediate-phase teachers were selected as participants for this investigation who were requested to fill out questionnaires. From those 210 Intermediate-Phase teachers, 10 teachers were requested to avail themselves for interviews. The participants selected are perceived to have in-depth knowledge about curriculum challenges, by virtue of their professional role, expertise or teaching experience.

## **3.5 PILOT STUDY**

### **3.5.1 Reasons for conducting a pilot study**

The researcher considered it important to conduct a pilot study before embarking on the actual research investigation. A poorly designed research instrument will yield unusable data which no amount of manipulation using the most sophisticated analytic procedures can rescue (Briggs & Coleman, 2007). They posit that careful and appropriate piloting of research instruments could weed out inappropriate, poorly worded or irrelevant items, highlight design problems and provide feedback on how easy or difficult the questionnaire was to complete (Briggs & Coleman, 2007: 130).

It was for the above reasons that a pilot study was conducted. At the time of pilot testing of the research instruments, convenience sampling was used to select the teachers of schools who were accessible. Normally, it is advantageous to test the research instruments amongst a small number of people to examine its reliability and identify shortcomings. The pilot study was undertaken to afford members an opportunity to identify any gaps and difficulties, and to establish the approximate time that would be required by the participants to complete the tasks during the actual data collection session.

De Vos, Strydom, Fouche, Poggenpoel and Schunick (1998) contend that a pilot study is important as it:

- allows the researcher to acquire thorough background knowledge about a specific problem that he intends to investigate,
- improves the effectiveness of the investigation,
- enables researchers to identify the possible unforeseen problems which may arise during the main study, and
- assists the researcher to make necessary modifications to the data-gathering instruments before embarking on the actual study (De Vos *et al.*, 1998: 178).

For the research instruments to be trustworthy, pilot testing is highly recommended. It offers an opportunity to adjust and prepare for the research participants, and research methodology aspects in general, well in advance before the main investigation commences. It is a prerequisite for the successful execution and completion of a research project.

Cohen, Manion and Morrison (2008) state that the significance of a pilot study lies in the fact that it enables the researchers to check the clarity of the questionnaire items, instructions and layouts. Furthermore, Cohen, *et al.* (2008) opined that use of pilot study help to gain feedback on the validity of the questionnaire items, the operationalisation of the constructs and the purposes of the research. Feedback on response categories for closed statements, and for the appropriateness of specific statements could be gained through piloting the research instrument (Cohen, *et al.*, 2008). These were precisely the reasons for conducting the pilot study.

Kidder and Judd (1986: 211-212) state that the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. The pilot study thus provides the researcher with an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing the procedure, instruction and questions.

### **3.5.2 Conducting the pilot study**

For the purposes of this study, questionnaires were hand-delivered to five Intermediate-Phase teachers and five principals of five Mthatha schools, as well as one SES in languages. Those schools were chosen on the basis of convenience sampling and they might indicate most distinctly the factors which contribute to poor curriculum implementation in schools. Provision was made for them to comment on the usability, suitability and ambiguity in respect of the items/questions that were in the research instruments.



### **3.5.3 The results/outcomes of the pilot study**

They identified that some items were not clear and there was an information gap which they recommended should be attended to in making the research instruments meaningful. The researcher attended to the corrections in order to make statements or items understandable and intelligible. The researcher was also informed of the time allocated for data collection during pilot testing of the research instrument. In analysing the findings of the pilot study, it was observed that many teachers were still using the traditional teaching approach. Their responses indicated that the NCS was not being implemented. A majority of the teachers revealed that they experienced difficulties in implementing the NCS in their schools. It was revealed that teachers seemed unclear as to how to implement the NCS. During informal discussions with various teachers, they expressed doubts about practical curriculum implementation if the causes for non-implementation do not receive prompt and relevant attention.

## **3.6 DATA COLLECTION INSTRUMENTS**

Drew *et al.*, (2008) view the data collection phase as the actual execution of the investigation. This may include the process of administering a questionnaire, conducting interviews and recording responses (Drew *et al.*, 2008). There are different types of data collection instruments which include, amongst others, tests, questionnaires, observations, interviews and rating scales. In other words, research instruments are the means by which the researcher gathers information relevant to his/her research problem(s). For the purpose of this study, the instruments used by the researcher were questionnaires, and interviews. English was used as the medium of research in this study as the participants were also using it as their language of learning and teaching and they felt comfortable to communicate in English.

### **3.6.1 Questionnaires**

The questionnaires were administered among 210 intermediate phase teachers of which 148 was returned. That was a response rate of 70.5%. A questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson &

Christensen, 2008: 203). The collection of data followed the requirements of an explanatory design. The researcher first used the questionnaire as a survey technique to obtain the quantitative data from Mthatha Intermediate-Phase teachers and later used the semi structured interviews. Items in the questionnaire consisted of both closed and open-ended questions in a format which provided mostly quantitative information and also limited qualitative data respectively. The questionnaires were chosen since they are relatively economical for reaching a larger number of subjects than is possible by only using interviews (McMillan & Schumacher, 2006: 194). From the point of view of reliability, in questionnaires there are same questions for all the subjects so that anonymity can thus be ensured (McMillan & Schumacher, 2006). In most cases questionnaires are used in survey research designs because of their capacity to reach large numbers of people. Hopkins (2002) maintains that questionnaires are easy to administer, quick to fill in, easy to follow-up and provide direct comparison between groups and individuals. Hopkins (2002) further states that questionnaires provide feedback on attitudes, adequacy of resources, and teachers' viewpoints, and that this data is quantifiable. Using questionnaires to gather data is thus a quick approach that reaches large numbers of people in the least possible time. It must be noted that despite the advantages, there are some disadvantages as well. To mention but a few, analysis is time consuming and effectiveness depends on the participants' reading ability and comprehension skills (Hopkins, 2002).

The questionnaire (Appendix D) comprised three sections, namely Sections A, B, and C. Section A provided the personal details (biographical information) of the research participants, whilst Section B had closed-ended statements based on the literature review. Closed-ended questions were constructed on the basis that they provide a greater uniformity of responses and are more easily processed for data analysis (Babbie & Mouton, 2009). In the closed-ended question section the participants are asked to select an answer from among a list provided by the researcher (Babbie & Mouton, 2009). The five-point numerical Likert scale was used to collect responses from the participants of this study. It ranged from strongly agree = 5, agree = 4, were unsure whether = 3, disagree = 2, strongly disagree = 1. In the same section the true (T), false (F) and unsure choice was also used to report the responses of the participants in respect of statements or questions posed. In Section B, five items were about teachers' attitudes, 27 items were about resources, nine items were about SMTs, 25 items were about in-service

training/workshops while 10 items were about the DoE and 11 were about parental involvement. Section C consisted of three open-ended questions which the participants were expected to answer. The three questions in this section C were aligned to the main research question of the study. According to Cohen, Manion and Morrison (2007) an open-ended question is an attractive device for smaller scale research or for those sections of a questionnaire that invite honest and personal comment from the participants in addition to ticking numbers and boxes. They argue that it is the open-ended responses that might contain the 'gems' of information that otherwise might not have been caught in the closed statement. Furthermore, they assert that the open-ended responses put the responsibility for and ownership of the data much more firmly in the participants' hands. Lastly, they contend that open-ended questions can effectively capture authenticity, richness, depth of response, honesty and candour. It is thus evident that participants are afforded opportunities to voice their opinions which could make the data collection instrument more meaningful in addressing the research questions identified for the purposes of the investigation. In support of open-ended questions, Creswell and Clark (2007) indicate that they allow the participants to provide answers in their own words.

Open-ended questions, according to Cohen *et al.* (2007), also have various disadvantages:

- They carry problems of data handling. For example, if one tries to convert opinions into numbers, it is not easy in term of what simple and clear word to use for data capturing and data analysis.
- Further, if a genuinely open-ended question is being asked, it is perhaps unlikely that responses will bear such a high degree of similarity to each other so as to enable them to be aggregated too tightly.
- Open-ended questions make it difficult for the researcher to make comparisons between participants, as there may be little in common to compare.
- Moreover, to complete an open-ended question takes much longer than placing a tick in a rating scale response box; not only will time be a constraint here, but there is an assumption that participants will be sufficient or equally capable of articulating their thoughts and committing them to paper.

- Using open-ended questions can lead to the participant overlooking instructions (Cohen *et al.*, 2007: 330-331).

For computers to work their magic they must be able to read the data collected (Babbie & Mouton, 2001). In this regard it is suggested by Babbie and Mouton (2001) that the open-ended responses be coded before they are processed for computer analysis.

Despite these handicaps associated with open-ended questions in questionnaires, the participants are at liberty to voice their opinions on an issue under investigation. This also enables the researcher to learn from his/her participants about the depth and tentative solutions to a problem. For the purpose of gathering valid and balanced data, open-ended questionnaires are necessary.

### **3.6.2 Interviews**

After administering the questionnaires, interviews were conducted with those participants who were purposively selected from those who volunteered during the data collection by questionnaires to check responses comparable to those obtained from the questionnaires. An interview is a data-collection method in which an interviewer asks for information from an interviewee (Johnson & Christensen, 2008). That is, the interviewer collects the data from the interviewee who provides the data. Maree (2007: 87) describes interviews as a two-way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviour of participants. Interviews involve sharing ideas with the intent to solve problem. The interviews were conducted face-to-face with ten teachers amongst participants who participated in filling out questionnaires that were hand delivered to 210 teachers of Mthatha schools. Based on the teachers' qualifications, English was used as a medium of research. The interviewees agreed to be interviewed in their schools during their free periods where it was comfortable and convenient as well for the researcher. According to Johnson and Christensen (2008) the interviewer can clarify unclear or ambiguous questions to the participants. They further assert that the interviewer can gain insight and ideas from participants in friendly, organised and open interview sessions. During interview sessions, the interviewer can observe nonverbal cues such as body language to identify the participant's

feelings and he/she can furthermore change the tone and style of the interview statements to match the individual conversation styles of various participants (Johnson & Christensen, 2008).

The researcher constructed an interview schedule guide which comprised semi-structured questions. Using semi-structured statements in an interview schedule guide provides a high degree of objectivity and uniformity, yet allows for probing and clarification (Schumacher & McMillan, 2006). It was found that interviews that are framed with semi-structured questions enable the researcher to probe for more relevant information from the participants (Babbie & Mouton, 2001). Interviews were conducted with 10 teachers who filled out the questionnaires. Those teachers were afforded an opportunity for the second time to voice their responses. This was done to elicit information from them regarding factors affecting curriculum implementation in schools. Their responses were tape recorded and recorded manually in a diary. Tape-recording of the interviews was negotiated orally with the interviewees by the researcher and permission was granted. Maree (2007: 94) asserts that audio record interviewing enables the researcher to listen to it again later and to make a transcript of the interview for data analysis. The thematic approach was used for qualitative (narrative) data analysis. The responses were transcribed and coded for easy analysis and interpretation. Oral interaction provides immediate opportunities for probing, clarifying answers, and providing feedback. In addition to the above advantages of using the face-to-face interviews for collecting information from participants, Drew *et al.* (2008) include the following:

- it is a controlled situation,
- it allows for a very good response rate,
- it allows researchers to observe individual behavior, and
- it allows for the exchange of material /information between interviewer and participant (Drew *et al.*, 2008).

Conducting the face-to-face interviews affords the interviewer an opportunity to establish whether the interviewee is still willing to participate or not. It also offers both parties the opportunity to explain more exactly and precisely and to use gestures and appropriate language wherever possible.

Despite the advantages highlighted above, face-to-face interviews have the following disadvantages (Drew *et al.*, 2008):

- it is time-consuming since travel is usually involved,
- participants may get distracted due to interviewers note taking,
- participants may doubt the confidentiality of their answers and may not answer truthfully, and
- it is an expensive type of survey method given that it is time consuming (Drew *et al.*, 2008).

In spite of the disadvantages identified above interviews still have the potential to elicit rich, thick data. The researcher used face-to-face interviews because they are more economical and cheaper than telephonic interviews, especially where the interviewer has to rephrase or repeat his/her statements for the purposes of a quality interview session.

### **3.7. VALIDITY AND RELIABILITY**

#### **3.7.1 Validity of research instruments chosen**

The research instruments selected should be valid to produce meaningful results of the investigation. According to Gray (2004:90), the validity of an instrument refers to the extent to which the instrument measures what it is intended or purported to measure. Gray (2004) further avers that an instrument must cover the research issues both in terms of content and details. Maree (2007:216) concurs with Gray (2004) when he asserts that validity refers to the extent to which it measures what it is supposed to measure. Furthermore, Cohen and Manion (1995) view validity as the soundness, and effectiveness of the measuring instruments. They further contend that the central aim of a research design is to establish a relationship between the independent and dependent variables on a high degree of certainty. They sum up by saying that the potential of a research design to achieve its objectives is referred to as the validity of the instrument. In simpler

terms, it means, therefore, that the more valid the research instruments used in a study, the more meaningful results are likely to be attained.

There are numerous types of validity with regard to usage of research instruments (Cohen *et al.*, 2007). According to Cohen *et al.* (2007) and Maree (2007:217), there are various types of validity that are frequently used by researchers. For the present study only four of them are included for their relevance to this study. They are illustrated below:

- Face validity refers to the extent to which an instrument measures what it purports to measure. The instruments were sent to specialists in research (my supervisors) to check for their creditworthiness before they were actually used to collect the data from the sample.
- Content validity refers to the extent to which the instrument covers the complete content of the particular construct that it is set out to measure. In the present study aspects related to curriculum implementation were covered in the instruments used to collect the data from the participants. This means that the instruments were fairly and comprehensively constructed.
- Internal validity relates to the accuracy of the findings describing the phenomenon being researched. Classroom observation and document analysis were conducted to validate the use of questionnaires and interviews in the present study.
- External validity refers to degree to which the findings of the study can be generalised. Furthermore, external validity is chosen on the basis that the results of the present study can be generalised only to other people who have the same or at least similar characteristics as those used in the experiment. The findings could be best generalised only to the schools and teachers who experience the similar challenges with regard to factors affecting the implementation of the NCS.

All of the above-mentioned types of validity were acknowledged because of their suitability to this study with regard to its subjects (sample). Validity was ensured by means of pilot testing the survey instrument, and by means of triangulation to enhance the credibility of the findings.

Triangulation tests the consistency of findings obtained through different instruments. It was also done to increase the chances to control and assess some of the threats.

### **3.7.2 Reliability of instruments chosen**

Cohen and Manion (1995) view reliability as consistency of measurement, that is, the extent to which a given instrument procedure yields the same observation for all research subjects who possess the same in terms of quality or quantity of a given attribute. The focus is on how consistent the scores are for each participant from one administration of an instrument to another (Gray, 2004; Fraenkel & Wallen, 1996; McMillan & Schumacher, 2006).

McMillan and Schumacher (2006) assert that the goal of developing a reliable instrument is to minimize the influence of chance or other variables unrelated to the intent of the measure. In this study a test-retest reliability was considered for the study to check on the reliability of the data collection instruments. In this case if the research instruments were piloted and yield the same responses as it was at the time of pilot testing, it reflects its reliability. The test-retest mechanism coefficient ensures that a group of people is measured twice using the same procedure, and the two sets of scores obtained are then correlated.

In this study the test-retests mechanism was determined after pilot testing. It was chosen because the characteristics that are measured remain constant (McMillan & Schumacher, 2006). The questionnaires were administered to selected teachers of schools chosen for this investigation. The research instruments were re-administered to those teachers who were involved during the pilot testing of research instruments. This was done to examine whether the responses obtained in the first session were the same as in the second session. This was also strengthened by comparing the interview results with the questionnaire results. This proved the trustworthiness of the research instruments based on the same results that they yielded. McMillan (2008:156) affirms that reliability is a necessary condition for validity. Both validity and reliability are important aspects of the research methodology to gain valid and reliable results of the study. To enhance reliability of research instruments McMillan (2008:156) emphasises that it is best to



establish standard conditions of data collection. This can be done by giving all the participants the same directions (instructions), and affording them the same time frame in which to answer questions in the research instruments (McMillan, 2008:156). To enhance reliability in this study all the participants were afforded adequate time to answer the same questionnaire and, with respect to interviews, all the interviewees were asked the same questions. The 45 minutes was provided to each interviewee. Furthermore, triangulation was done to maintain both validity and reliability of research instruments.

### **3.7.3 Data collection procedures**

A letter requesting permission to conduct the study in the Mthatha Education District was written to the District Director (see Appendix A) and was sent to Eastern Cape Provincial DoE. On receipt of permission (refer to Appendix B), the selected schools, including their Intermediate-Phase teachers, were requested to participate voluntarily in the research study (see Appendix E). Informed consent forms, permission letter from provincial DoE, and requesting letter for principals and teachers were hand delivered to the schools and collected before the administration of questionnaires and conducting interviews. During the delivery of the informed consent forms to schools, teachers were briefed on their roles and the outcomes of the research study. Amongst the issues that were explained to them were the purposes of the research, notification about dates for hand delivering and collection of the questionnaires, as well as dates for interviews with those who were willing to participate.

They were made aware of the ethical issues such as protection of their rights, freedom to discontinue with the research process at any time, anonymity, confidentiality, and safety at all times during the course of the data gathering processes. They were ensured that their teaching and learning would not be interrupted during data collection processes.

The 210 questionnaires were hand delivered to participants in 70 selected schools for this investigation. The participants were given almost two weeks to complete them but it took one to two months. They explained that there were too many holidays in April, while May and June 2011 were hindered by mid-year examination processes. After numerous reminders through

phone calls and repeated visits to schools, 148 participants managed to return them when the researcher went to collect them in their respective schools. The response rate for the current study was 70.5%. After collecting the questionnaires, interviews were conducted with those who volunteered for interviews in schools. Time for conducting the interviews was sought from teachers at the time of administering the informed consent and questionnaires to them. The interviews were conducted after the questionnaires were collected. It took another two months to complete conducting interviews due to the unavailability of participants on the agreed dates and times because of circumstances that were beyond their control. The duration of the interviews was 45 minutes per interviewee. A tape recorder was used to record the responses of the interviewees during the interview sessions and note-taking was done on my notebook. Furthermore, to maintain validity the authentic data (recordings) from the interviewees, after tape-recording were played back to them to enable them to listen to, edit or make some amendments where possible before the researcher left the site or school for data analysis. The researcher wanted to be in agreement with the recordings (content) of the interviews.

The responses of the interviewees were collected to compare with the responses obtained from the questionnaires according to the research design of the present study. The researcher had done so to ensure the validity of the questionnaire used in the first instance. This means that triangulation was effected. According to Babbie and Mouton (2009), triangulation tests the consistency of findings obtained through different instruments. Triangulation thus increases the opportunities to control and assess some of the threats or multiple causes influencing results.

#### **3.7.4 Data analysis**

Bogdan and Biklen (1998) aver that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulates to increase his/her understanding of participants. Data analysis enables the researcher to present what he/she has discovered from the participants. Analysis involves working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others (Bogdan & Biklen, 1998: 157).

It means that any collected data for meaningful study require an analysis by a researcher to arrive at credible findings, recommendations and conclusions. Flick (2009:142) describes research design as a systematic plan for a research project, including who to integrate in the research, what to compare, and for which dimensions. Rajkaran (2009) asserts that the purpose of data analysis is the reduction of data to an intelligible and interpretable form so that relationships between variables relating to the research questions can be identified, studied and tested.

The data analysis in the present study is as follows. The first section is quantitative and the second one is qualitative data based on explanatory design of the study (Creswell & Clark, 2007; McMillan, 2008). It implies that the researcher started by presenting the responses obtained through questionnaires filled out by volunteer intermediate-phase teachers of Mthatha schools in a separate chapter, and follows with the qualitative research findings in another chapter. The researcher distributed 210 questionnaires to 210 teachers of 70 Mthatha schools. 148 (70.5%) out of 210 teachers managed to return the questionnaires completely filled out.

According to Maree (2007), purposive sampling describes the manner in which the participants are selected because of some defining characteristics that make them holders of the data needed for the study and it involves smaller sample sizes. The purposive sampling was used to draw ten intermediate-phase teachers for interviews from 148 teachers who were participated in filling out and returned the questionnaires.

The questionnaire has three sections. The first part of the questionnaire was participants' responses with regard to their biographical information or teachers' profile. This was done to provide meaningful understanding about the participants of this research. The second section was closed-ended questions based on the research questions and literature reviewed in this study. This was done to examine the responses of participants in the light of the literature reviewed for this study in addressing the research questions. The third section consisted of three open-ended questions that were framed to afford the participants an opportunity to offer their opinions. This section sought to gain insight from the participants to the main research question. The responses in section three are dealt with in Chapter Five due to their narrative nature.

The questionnaires were submitted to qualified statisticians for data capturing and analysis. A computer software programme, known as the Statistical Package of Social Sciences (SPSS), version 17, was used in this study to analyse the data collected by means of the questionnaire (see Appendix E). The SPSS was chosen because it is the most used package for analysing survey data. It is user-friendly as it can be used to analyse multi-response questions and for cross section and time series analysis, as well as cross tabulations. It can be used alongside Microsoft Excel and Microsoft Word. The descriptive statistics were followed so that some of the responses could be reported by means of graphs, pie charts and percentages. The thematic approach was also used to interpret responses obtained from the open-ended questions in the questionnaires and the responses obtained from the interviews for meaningful data analysis. The data in these sections involved narrative report. The responses were transcribed and coded to provide meaningful data for easy interpretation and recommendations. The analysed data is presented in Chapters Four and Five.

### **3.8 ETHICAL CONSIDERATIONS**

Usually educational research involves human beings. It is for this reason that ethical issues should be considered before administering data collection tools. According to Maree (2007) and MacMillan and Schumacher (2006), research ethics are actual sets of guidelines and principles upheld by the researchers in respect of values, confidentiality, respect, protection from harm and informed consent from the participants. These ethical aspects are crucial for proper scientific research (Strydom, 2001). Ethical consideration is an important aspect of any research investigation. As the researcher is accountable for all consequences of his/her research decisions, the ultimate responsibility for ethical conduct rests with the individual researcher (Strydom, 2001).

The following steps were followed to adhere to ethical considerations. A letter was sent to the Education District Director requesting permission to conduct a study in the Mthatha Education District (see Appendix A). Permission was granted by the ECDoE to the researcher to conduct the study in the Mthatha Education District (see Appendix B). Teachers and principals at the

schools were written letters requesting them to participate (see Appendix C). Schools were also visited by the researcher to forge some links with them, to explain the purpose of the research and to clarify their expectations. Informed consent was sought to obtain agreement of the research participants. It was done to gain voluntary consent from the participants to participate (see Appendix D). Protecting the vulnerability of the research participants and the possible violation of privacy were considered. Ethical clearance was sought and obtained from the NMMU Ethics Committee to conduct the research and was granted (see Appendix E).

### **3.8.1 Obtaining informed consent**

Carpenter, Ashdown and Bovair (1996) and Strydom (2001) as well as Kamper (2000), contend that participants should receive accurate and adequate information about the research. Their views seem to suggest that the participants should be provided with all relevant information in clear, understandable and unambiguous language. In this study they were given information about the process and duration of the research process (completing of questionnaires and the interview session). Participants who have a clear understanding of the research process and what is required of them are in a better position to make an informed decision about whether they want to get involved with the research or not. This was done to gain access to their schools and willingness from teachers. It is important to develop an appropriate informed procedure to gain consent for each investigation.

Drew *et al.* (2008) assert that informed consent from a legal point of view has three elements which are capacity, information and voluntariness. By capacity Drew *et al.* (2008) refer to a person's ability to acquire, retain and evaluate information. In the context of this study the intermediate-phase teachers were deemed capable of possessing and providing the experiences and insight about the implementation of NCS as they were teaching intermediate-phase learners. Finally, voluntary consent was sought from the teachers to participate in the study without the intervention of force, fraud, deceit, duress or other forms of constraint or coercion. A meeting of teachers of selected schools was requested from the principals so as to invite their intermediate-phase teachers to participate in this study. During the meeting, the teachers were told about the purpose of this research and their role in the research process. Thereafter, teachers who agreed to

be participants were given informed consent forms to fill out agreeing to participate and were returned to the researcher before the actual data instrumentation commenced.

### **3.8.2 Protecting vulnerable research participants**

It is often erroneously assumed that teachers can take care of themselves. However, teacher participants are also vulnerable by virtue of their unique situation. Their vulnerability could be greater because researchers might be less sensitive than if they were working with adolescents or elderly participants. Relationships or their employment situation might be affected. Responses provoked during participation in the study could trigger past hurts, recall negative behaviour, or it could lead to new or renewed personal harassment. Care should be taken to safeguard the physical comfort and emotional wellbeing of all participants and they should receive information about the potential impact of the research before they agree to participate (Strydom 2001; Kamper, 2000). In order to motivate the participants to participate in the study, the researcher ensured that he was open enough so that they were free to express themselves in a relaxed environment without being coerced or intimidated. In that process, the researcher listened to his participants when they suggested the schools as place convenient to conduct interviews for them. Indeed, the interviews were conducted in their schools and at their free periods from teaching and learning as access to their schools was sought (see appendix C).

### **3.8.3 Violations of privacy**

Personal privacy can be regarded as the individual's right to decide when, where, to whom and to what extent he/she will reveal his attitudes, beliefs, and behaviour. Participants should not be forced into revealing more than they want to. Covert methods to get participants involved were avoided. Participants were allowed to decide about their involvement in the research without undue interference or pressure (Strydom 2001; Kamper 2000). They were informed that pseudonyms would be used in this study so that their identities would not be revealed. All information received from them was treated confidentially.

### **3.9 LIMITATIONS AND DELIMITATIONS**

#### **3.9.1 Limitations**

The researcher waited almost three months before he received permission from the DoE to conduct the investigation in the Mthatha Education District, according to the Department's new ethical policy and procedures. The researcher reminded the DoE officials from time to time about the reply to his request. The process to approve took almost three months. Out of 210 questionnaires that were distributed to volunteered intermediate-phase teachers of Mthatha schools, only 148 teachers managed to return completed questionnaires. This implies that the response rate was 70.5%. Thus the researcher was limited to analyse 148 questionnaires.

#### **3.9.2 Delimitations**

The investigation was conducted in the Mthatha Education District in the Eastern Cape Province of SA. The researcher collected the data from the Mthatha Intermediate-Phase teachers, after receiving permission from the DoE, by means of survey questionnaires and semi-structured interviews (see Appendices E and F). Some of the questionnaires that were received from participants were not completely filled.

### **3.10 SUMMARY**

In this chapter, the research methodology and design were discussed. A total of 210 teachers were selected from Mthatha schools by means of simple random sampling and as such 210 questionnaires were hand delivered to them. 10 teachers from that 210 were selected by means of purposive sampling for availing themselves for interviews. Questionnaires were followed by interviews, classroom observations, and document analysis in terms of their sequence. For ethical consideration purposes, evidence is provided in the study that the researcher sought and obtained permission from all relevant stakeholders to conduct the study.

**The next chapter (Chapter Four) will provide the analyses and interpretation of the data obtained from the research participants of this study through questionnaires, more specifically with closed-ended statements.**



## **CHAPTER FOUR**

### **QUANTITATIVE DATA ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.1 INTRODUCTION**

This chapter presents an analysis and interpretation of the participants' responses in relation to the research questions which were closed-ended statements with alternatives to choose from by the participants. This chapter has three sections. The first section provides the analysis and interpretation in terms of each participant's biographical information with regard to gender, age, qualifications, teaching phase, subject specialisation, type of employment, location of school, and teaching experience. The biographical information of participants was included in the study to determine whether or not they could affect the implementation of the NCS. The second section provided an analysis and interpretations of responses given to the closed-ended statements in the questionnaires collected from 148 teachers. It should be noted that not all questions in questionnaires have been answered by all 148 participants. Occasionally, it is a common practice in a survey questionnaire that the participants choose to answer some questions and not respond to others. The last section in this chapter presents the graphs derived from the tables of cross tabulations of the collected questionnaires to determine the association with the variables. This helped to address the hypotheses raised in Chapter One. Furthermore, the analysis and interpretation of the data generated from the open-ended questions in questionnaires and the interviews are presented in Chapter Five.

#### **4.2 RESPONSES OF PARTICIPANTS IN RELATION TO THEIR BIOGRAPHICAL INFORMATION OR TEACHERS' PROFILE**

The personal information of the participants is discussed as follows:

#### 4.2.1 Gender distribution of participants

Table 4.1 shows that out of 148 participants, 72.3% were female teachers and 27.7% were male teachers. It is apparent that female teachers predominated over male teachers in the sampled schools of the Mthatha district. This could have some effects on schools that have a large number of male learners with regard to discipline as well as coaching in monitoring them in male related sport games.

**Table 4.1: Gender of participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	107	72.3	72.3	72.3
	Male	41	27.7	27.7	100.0
	Total	148	100.0	100.0	

#### 4.2.2 Age distribution of participants

Table 4.2 displays the age distribution of the research participants of this study. With regard to the age of participants, only 6.8% of them were between 20 to 29 years old, 34.7% were 30 to 39 years old, 56.5% were 40-59 years old and only 2.0% were between 60 to 65 years old (see Table 4.2). In sampled schools, the majority of participants are from the middle age group of teachers. The majority of the sample seems to have potential and is mature enough to implement the government policies. According to Table 4.2, the ages of the participants indicated a broad age spectrum.

**Table 4.2: Age group of participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29 years	10	6.8	6.8	6.8
	30-39 years	51	34.5	34.7	41.5
	40-59 years	83	56.1	56.5	98.0
	60-65 years	3	2.0	2.0	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

### 4.2.3 Highest teaching qualification of teachers

The results indicate that participants of the study were all qualified teachers. Such observation is illustrated in Table 4.3. Their teaching qualifications range from Junior Primary Teachers' Certificate to Masters in Education.

**Table 4.3: Highest teaching qualification of teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College Certificate	1	.7	.7	.7
	Junior Secondary Teachers' Certificate	1	.7	.7	1.4
	Primary Teachers' Certificate (PTC)	3	2.0	2.0	3.4
	Junior Primary Teachers' Diploma	11	7.4	7.4	10.8
	Senior Primary Teachers' Diploma	23	15.5	15.5	26.4
	Senior Teachers' Diploma	25	16.9	16.9	43.2
	B.Ed (Arts), or B.Ed Humanities	10	6.8	6.8	50.0
	B.Ed (Commerce), or B.Ed Economics and Management	8	5.3	5.3	55.3
	B.Ed (Science), or B.Ed Natural Sciences	1	.7	.7	56.1
	B.Ed (Honours)	22	14.9	14.9	70.9
	M.Ed	2	1.4	1.4	72.3
	Academic Degree (B.A; B. Agric; B.Theology. etc)	4	2.7	2.7	75.0
	Any other qualification	37	25.0	25.0	100.0
Total	148	100.0	100.0		

It is illustrated in Table 4.3 that 0.7% and 2.0% of the participants hold a Junior Secondary Teachers' Certificate (JSTC) and Primary Teachers' Certificate (PTC) respectively. The next category of the sampled teachers (7.4%) has a Junior Primary Teachers' Diploma (JPTD) while 15.5% of the sample obtained a Senior Primary Teachers' Diploma (SPTD). This cohort of teachers was prepared in their pre-service training to teach the present targeted Grades 4, 5 and 6.

They seem to be the largest group of the sample in the present study. The next cohort comprised 16.9% who hold a Senior Teachers' Diploma (STD) and 6.8 % of the sample indicated that they hold a Bachelor of Education in humanities (B.Ed Humanities). Furthermore, 5.3% hold a Bachelor of Education in Economic and Management Sciences (B.Ed EMS) while 0.7% have a Bachelor of Education in Natural Sciences (B.Ed NS). The rest of the distribution was that 14.9% hold a Bachelor of Education Honours (B.Ed Hons) degree and 1.4% of the sample holds a Master of Education (M. Ed) degree. With regard to academic degrees, 2.7% of the sample indicated that they hold a Bachelor of Arts (B.A.), a Bachelor of Agriculture (B. Agric) or a Bachelor of Theology (B.Th.) degree. 25% of the sample has other qualifications which were not mentioned in the questionnaire.

On the basis of teachers' training and qualifications, it is evident that the learners are taught by teachers who are capable of using numerous teaching strategies and teaching aids to ensure that their learners acquire appropriate content knowledge, skills and values by virtue of both their pre- and in-service training. Qualifications are the formal recognition and certification of learning achievements awarded by an accredited institution (DoE, 2007). A qualification thus certifies that a planned and systematic programme of learning has been followed and successfully completed, through formal or informal learning and work experiences. The volume of learning required for a particular qualification is measured in terms of potential competence in school work. In this case, teachers of this calibre are expected to work in accordance with the Norms and Standards for Educators' roles (DoE, 2000). As a significant part of their school work, they are expected to excel in the implementation of the curriculum as stated in the Norms and Standards for Educators' roles (DoE, 2000). In the Norms and Standards for Educators (DoE, 2000) amongst other competencies, teachers are expected to be managers of classrooms, learning programme designers and subject specialists. Adequate demonstration of such roles by all teachers in theory and practice, would contribute to effective curriculum implementation in schools. It is evident from the collected data that the majority of teachers who teach in the intermediate-phase have the relevant teaching qualifications to perform their duties in a satisfactory manner.

#### 4.2.4 Teaching phase distribution of participants

In addition to their teaching qualifications, it was observed that the intermediate-phase teachers dominated the other class phases of the GET band in this study. 68.5% of the teachers indicated that they taught in the intermediate-phase grades (see Table 4.4). This was the target group of this study. The implication is that the majority of the responses analysed and interpreted were from the targeted teachers. The foundation-phase was represented by 9.6% of the teachers and its representation was even less than that of the senior-phase which consisted of 21.9% of the teachers.

**Table 4.4: Teaching phase distribution of participants**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation phase (Grade 1, Grade 2, and Grade 3)	14	9.5	9.6	9.6
	Intermediate phase (Grade 4, Grade 5, and Grade 6)	100	67.6	68.5	78.1
	Senior Phase (Grade 7, Grade 8, and Grade 9)	32	21.6	21.9	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

#### 4.2.5 Majors/subject specialisation of participants

The subjects have been illustrated in accordance with the phase taught by teachers. According to NCS the intermediate-phases has a minimum of eight learning areas (Pretorius, 2002:21). Table 4.5 indicated that 5.3% of the participants did Mathematics in their secondary and pre-service training phases. 6.2% of the sample indicated that they did Accounting, Business Studies and Economics as their subjects of specialisation (see Table 4.5). It is shown in Table 4.5 that 7.1% of the sample specialised in Life Orientation during their pre-service training while 13.3% of the sample showed that they specialised in Natural Science. It is also indicated that 13.3% of the sample majored in Technology while 15.0% of the sample majored in Social Sciences and 16.8%

of the sample specialised in languages (Afrikaans, English and IsiXhosa or any other official language in South Africa). 23% of the sample had other fields of study which were not mentioned in the questionnaire.

**Table 4.5: Major field of study**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Accounting, Business Studies/Economics	7	4.7	6.2	6.2
	Languages	19	12.8	16.8	23.0
	Life Orientation	8	5.3	7.1	30.1
	Mathematics	6	4.1	5.3	35.3
	Natural Sciences	15	10.1	13.3	48.7
	Social Sciences	17	11.5	15.0	63.7
	Technology	15	10.1	13.3	77.0
	Other fields of study	26	17.6	23.0	100.0
	Total	113	76.4	100.0	
Missing	System	35	23.6		
<b>Total</b>		<b>148</b>	<b>100.0</b>		

One of the striking concerns for the researcher is the total number of teachers who majored in Mathematics. It is alarming to observe that only 5.31% of the sample of 148 participants majored in Mathematics (see Table 4.5). It is evident from Table 4.3 that 100% of the participants received tertiary education but they are not academically qualified to teach Mathematics. No wonder there is a continued lower pass rate in subjects like Grade 12 Accounting, Mathematics and Physical Sciences in South African schools (see Table 4.5). This is also applicable to subjects like Life Orientation, Accounting, Business Studies and Economics or EMS (DoE, 1997b). Such observations indicate that some subjects are being taught by teachers who have no academic background in them.

C2005 introduced subjects which teachers had never been exposed to in their pre-service teacher training. To mention some of those new subjects, EMS, Arts and culture, Technology and Life Orientation are in the list (DoE, 1997b; Sayed & Jansen, 2001:177; van Deventer, 2009:1-2). Teachers in schools had no choice. The DoE just expected them to teach these subjects in schools irrespective of their subject specialisations. The implications of such practices are that teachers

were compelled to teach subjects for which they lacked methodology and content knowledge. This is another pressing challenge that could result in ineffective curriculum implementation. In such cases, background knowledge of a learning area by a teacher and well-grounded pre-training in that learning area are important factors that influence how and whether teachers implement a given curriculum. That is why there are worldwide claims by interested people in the education of South Africa that this is a reason why the majority of learners fail Mathematics, Physical Science and Accounting in national matriculation examinations. This means that the learners' academic performance in subjects such as Mathematics, Physical Science and Accounting could not be good enough and will continue to be bad as long as they are still being taught by teachers who do not have the pedagogical content knowledge to teach those learning areas. In other words learners of the sampled schools are not afforded an opportunity to acquire a solid foundation and relevant content in subjects taught by unqualified or under qualified teachers. Teaching of subjects by unqualified or under qualified teachers is one of the factors that need the serious attention and prompt action from the DoE, and all the interested parties in education of the children (Department of Basic Education, 2010). It seems reasonable to suggest that inappropriate qualifications may impact significantly on the participants' competence. It was stated by Umalusi (2010) that urgent attention to the improvement in academic progress is required. Umalusi is the quality assurance body for South Africa's matriculation examination results. According to Umalusi (2010), there is continuous poor performance of learners in Mathematics, Physical Science and Accounting. Umalusi (2010) emphasises the need for improvement in the curriculum transformation process. It seems reasonable that inappropriate qualifications may impact significantly on the participants' competence.

#### **4.2.6 Participants' type of employment**

Furthermore, it is evident that 85.7% of the teachers were permanently employed by the DoE while 14.3% of the sample was temporarily employed in the schools where they are teaching. This scenario indicates that the majority of teachers are likely to have a good morale compared to those who are temporarily employed (see Table 4.6).

**Table 4.6: Participants' type of employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	126	85.1	85.7	85.7
	Temporary	21	14.2	14.3	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

**4.2.7 Location of schools**

It was revealed from the data represented in Table 4.7 that 87.1% of the participants teaching rural schools while 12.9% are in urban schools. These schools were selected to represent a broad range of schools located in the Mthatha Education District in the Eastern Cape Province of SA. The purpose of including teachers in both rural and urban schools was to access experiences of both groups from different school settings with regard to the implementation of the NCS (see Table 4.7). Including teachers with experiences from different geographical locations was considered crucial to give insight and various experiences from the varying conditions under which teachers operate and to draw meaningful conclusions from their findings.

**Table 4.7: Location of school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	128	86.5	87.1	87.1
	Urban	19	12.8	12.9	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

**4.2.8 Participants' teaching experience**

The teaching experience of the sample is displayed in Table 4.8. It is presented by the researcher to examine its effect on curriculum implementation. This is clearly illustrated in section 4.4 which is composed of some cross tabulations. 19.0% of the sample has 1 to 4 years of teaching experience while those who have 5 to 8 years of teaching experience constituted 13.4%. The other cohort of participants with a total of 14.1% had 9 to 12 years of teaching experience (see



Table 4.8). 19.7% of the sample had 13 to 16 years of teaching experience while 16.9% of the sample indicated that they have 17 to 20 years of teaching experience. The sample that had 21 years of teaching experience and above constituted 16.9%. These results in Table 4.8 indicate that the DoE is serviced by reasonably experienced teachers who are capable of providing informed and meaningful opinions.

**Table 4.8: Participants’ teaching experience**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	1-4 Years	27	18.2	19.0	19.0
	5-8 Years	19	12.8	13.4	32.4
	9-12 Years	20	13.5	14.1	46.5
	13-16 Years	28	18.9	19.7	66.2
	17-20 Years	24	16.2	16.9	83.1
	21 Years and above	24	16.2	16.9	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

### **4.3 ANALYSIS AND INTERPRETATIONS OF RESPONSES FROM CLOSED-ENDED QUESTIONS IN SURVEY QUESTIONNAIRE**

The first part of this section consists of the interpretation of findings on teachers’ attitudes. The second section presents interpretation of findings on resources. The third discusses the interpretation of findings on SMTs. The interpretation of findings on in-service training is in section four. The fifth section presents the interpretation of findings on the DoE. The interpretation of findings on parental involvement is conducted in section six. The valid percentages in tables and figures throughout this study are used for analysis and interpretation to establish meaningful results or findings.

**4.3.1 Analysis and interpretation of findings on teachers’ attitudes. How do teachers’ attitudes affect curriculum implementation?**

**4.3.1.1 Positive attitudes of teachers could enhance curriculum implementation**

Table 4.9 shows the distribution of scores for the statement that positive attitudes of teachers could enhance curriculum implementation. 4.1% of the sample disagreed that positive attitudes of teachers could enhance curriculum implementation (see Table 4.9), while only 5.5% were unsure. The majority of the sample (90.4%) was in agreement that positive attitudes of teachers could enhance curriculum implementation. The mean score of 4.2 for the statement that positive attitudes of teachers could enhance curriculum implementation indicated a general tendency to agree with the statement, since the average is higher than 3, which is the middle of the scale. The standard deviation of 0.7 for the statement that positive attitudes of teachers could enhance curriculum implementation showed that opinion of the sample tended to converge around the mean (see Appendix H).

**Table 4.9: Positive attitudes of teachers could enhance curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	4	2.7	2.7	4.1
	Do not know	8	5.3	5.5	9.6
	Agree	86	58.1	58.9	68.5
	Strongly Agree	46	31.1	31.5	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.1.2 Teachers’ attitudes are important factors for effective curriculum implementation

The distribution of scores for the statement teachers’ attitudes are important factors for effective curriculum implementation is depicted in Table 4.10. It is illustrated that cumulatively (i.e. either strongly disagree or disagree) 6.9% disagreed with the statement that teachers’ attitudes are important factors for effective curriculum implementation. Only 4.8% of the sample was unsure. The majority (88.3%) of the sample agreed with the statement that teachers’ attitudes are important factors for effective curriculum implementation (see Table 4.10). The mean score of 4.1 for the above statement indicated an overall agreement that teachers’ attitudes are important factors for effective curriculum implementation. The standard deviation of 0.9 for the statement that teachers’ attitudes are important factors for effective curriculum implementation showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.10: Teachers’ attitudes are important factors for effective curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.1	2.1
	Disagree	7	4.7	4.8	6.8
	Do not know	7	4.7	4.8	11.6
	Agree	84	56.8	57.5	69.2
	Strongly Agree	45	30.4	30.8	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.1.3 There is a relationship between attitudes and teachers’ performance

2.0% and 2.7% of the sample strongly disagreed and disagreed respectively that there is a relationship between attitudes and teachers’ performance (see Table 4.11). It is observed from Table 4.11 that 3.4% of the sample was unsure whether there is a relationship between attitudes and teachers’ performance. 66.7% and 25.2% of the sample agreed and strongly agreed respectively that there is a relationship between attitudes and teachers’ performance (see Table 4.11). The mean score of 4.1 for the above statement indicated a general impression of the sample

to agree that there is a relationship between attitudes and teachers' performance. The standard deviation of 0.9 for the statement that there is a relationship between attitudes and teachers' performance showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.11: There is a relationship between attitudes and teachers' performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	4	2.7	2.7	4.8
	Do not know	5	3.4	3.4	8.2
	Agree	98	66.2	66.7	74.8
	Strongly Agree	37	25.0	25.2	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

4.3.1.4 When teachers' attitudes are negative the teachers' performance tend to be poor

1.4% of the sample disagreed that when teachers' attitudes are negative the teachers' performance tends to be poor (see Table 4.12). It is observed from Table 4.12 that 3.4% of the sample was unsure whether that, when teachers' attitudes are negative, the teachers' performance tends to be poor or not. 51.4% and 43.9% of the sample agreed and strongly agreed respectively that when teachers' attitudes are negative the teachers' performance tend to be poor (see Table 4.12). The mean score of 4.1 for the above statement indicated a general impression that the sample agreed that when teachers' attitudes are negative the teachers' performance tend to be poor. The standard deviation of 0.9 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.12: When teachers' attitudes are negative the teachers' performance tend to be poor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.4	1.4	1.4
	Do not know	5	3.4	3.4	4.7
	Agree	76	51.4	51.4	56.1
	Strongly Agree	65	43.9	43.9	100.0
	Total	148	100.0	100.0	

4.3.1.5 Teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation

It appears in Table 4.13 that only 1.4% of the sample disagreed that teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation. 3.4% of the sample was unsure whether teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation (see Table 4.13). 54.4% and 40.8% of the sample agreed and strongly agreed that teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation. There were two teachers in the sample who chose not to respond to the statement that teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation. The mean score of 4.1 for the above statement indicated an overall impression that the sample agreed that teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation. The standard deviation of 0.9 for the statement that teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.13: Teachers' participation in educational reform to adopt positive attitudes for effective implementation of curriculum**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.4	1.4	1.4
	Do not know	5	3.4	3.4	4.8
	Agree	80	54.1	54.4	59.2
	Strongly Agree	60	40.5	40.8	100.0

	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

### 4.3.2 Analysis and interpretation of findings on resources. How do resources affect curriculum implementation?

#### 4.3.2.1 Limited resources affect the implementation of the NCS

A collapse 4.8% of the sample disagreed that limited resources affect the implementation of the NCS (see Table 4.14). It is illustrated in Table 4.14 that 3.4% of the sample was unsure whether or not limited resources affect the implementation of the NCS. A total of 91.8% of the sample indicated that limited resources affect the implementation of the NCS. The mean score of 4.2 for the above statement indicated a general inclination of the sample to agree that limited resources affect the implementation of the NCS. The standard deviation of 0.7 for the statement that limited resources affect the implementation of the NCS showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.14: Limited resources affect the implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	5	3.4	3.4	4.8
	Do not know	5	3.4	3.4	8.2
	Agree	84	56.8	57.1	65.3
	Strongly Agree	51	34.5	34.7	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

#### 4.3.2.2 The lack of resources affects the teachers' performance in implementing the NCS

Table 4.15 shows that 2.8% of the sample disagreed that the lack of resources affects the teachers' performance in implementing the NCS. A similar number of teachers, that is, 3.4% of the sample was unsure whether the lack of resources affects the teachers' performance in implementing the

NCS. It is also noted from Table 4.15 that a sum of 93.1% of the sample agreed that the lack of resources affects the teachers' performance in implementing the NCS. The mean score of 4.2 for the above statement indicated an overall expression of agreement that the lack of resources affects the teachers' performance in implementing the NCS. The standard deviation of 0.7 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.15: The lack of resources affects the teachers' performance in implementing the NCS**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Disagree	4	2.7	2.8	2.8
	Do not know	5	3.4	3.4	6.2
	Agree	85	57.4	58.6	64.8
	Strongly Agree	50	33.8	34.5	99.3
	44.00	1	.7	.7	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
<b>Total</b>		<b>148</b>	<b>100.0</b>		

4.3.2.3 Teacher: learner ratio inhibits implementation of the NCS in our school

Table 4.16 indicates that a total of 8.9% of the sample disagreed with the statement that teacher: learner ratio inhibits implementation of the NCS in their schools, while 11.6% of them were unsure whether teacher: learner ratio inhibits the implementation of the NCS in their school. It is portrayed in Table 4.16 that a total of 79.6% agreed that teacher: learner ratio inhibits implementation of the NCS in their school. The mean score of 4.0 for the above statement indicated general agreement that teacher:learner ratio inhibits the implementation of the NCS in their school. The standard deviation of 0.9 showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.16: Teacher-learner ratio inhibits implementation of the NCS in our school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	11	7.4	7.5	8.8
	Do not know	17	11.5	11.6	20.4
	Agree	72	48.6	49.0	69.4
	Strongly Agree	45	30.4	30.6	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

4.3.2.4 Over enrolment of learners is a challenge in my school

The response from a total of 37.1% sample indicated their disagreement with the statement that over-enrolment is a challenge in their schools. It is displayed in Table 4.17 that 3.5% of the sample was unsure whether over-enrolment in their schools is a challenge or not. It is confirmed by 58.8% of the total sample that over-enrolment is a challenge in their schools. The mean score of 3.3 for the above statement indicated an overall expression of agreement that over-enrolment is a challenge in their schools. The standard deviation of 1.3 showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.17: Over enrolment of learners is a challenge in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.5	9.8	9.8
	Disagree	39	26.4	27.3	37.1
	Do not know	5	3.4	3.5	40.6
	Agree	59	39.9	41.3	81.8
	Strongly Agree	25	16.9	17.5	99.3
	22.00	1	.7	.7	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.2.5 Large number of learners affects our plans for NCS implementation in our school



Table 4.18 shows that 31.5% of the total sample disagreed that the large number of learners’ affects their plans for NCS implementation in their schools. 7.7% of the sample indicated that they were unsure whether large numbers of learners affects their plans for NCS implementation in their schools (see Table 4.18). 60.9% of the total sample agreed that large numbers of learners affects their plans to implement the NCS in their schools. The mean score of 3.4 for the above statement indicated an overall impression of agreement that large numbers of learners affects their plans for NCS implementation in their schools. The standard deviation of 1.2 for the statement that large numbers of learners affects their plans for NCS implementation in their schools showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.18: Large numbers of learners affects plans for NCS implementation in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.1	6.3	6.3
	Disagree	36	24.3	25.2	31.5
	Do not know	11	7.4	7.7	39.2
	Agree	63	42.6	44.1	83.2
	Strongly Agree	24	16.2	16.8	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.2.6 The learners’ academic performance is hindered by insufficient teaching space

The cumulative 17.4% of the sample disagreed that the learners’ academic performance is hindered by insufficient teaching space (see Table 4.19). 4.9% of the sample indicated that they were unsure whether the learners’ academic performance is hindered by insufficient teaching space or not. A total 77.1% of the sample agreed that the learners’ academic performance is hindered by insufficient teaching space. The mean score of 3.8 for the above statement indicated an overall impression of the sample to agree that the learners’ academic performance is hindered by insufficient teaching space. The standard deviation of 1.1 for the statement that the learners’

academic performance is hindered by insufficient teaching space showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.19: Learners' academic performance hindered by insufficient teaching space**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.1	6.3	6.3
	Disagree	16	10.8	11.1	17.4
	Do not know	7	4.7	4.9	22.2
	Agree	80	54.1	55.6	77.8
	Strongly Agree	31	20.9	21.5	99.3
	55.00	1	.7	.7	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.2.7 The teaching ability of teachers is affected by poor classroom conditions

The cumulative 15.3% of the sample disagreed that the teaching ability of teachers is affected by poor classroom conditions (see Table 4.20). 4.2% of the sample indicated that they were unsure whether the teaching ability of teachers is affected by poor classroom conditions or not. The majority of the sample (79.2%) agreed that the teaching ability of teachers is affected by poor classroom conditions. The mean score of 3.9 for the above statement indicated a general tendency of the sample to agree that teaching ability of teachers is affected by poor classroom conditions. The standard deviation of 1.1 for the statement that teaching ability of teachers is affected by poor classroom conditions showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.20: The teaching ability is affected by poor classroom conditions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.4	3.5	3.5
	Disagree	17	11.5	11.8	15.3
	Do not know	6	4.1	4.2	19.4
	Agree	75	50.7	52.1	71.5
	Strongly Agree	39	26.4	27.1	98.6
	44.00	1	.7	.7	99.3
	55.00	1	.7	.7	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.2.8 There are proper burglar-bars to prevent theft in my school

A sum of 54.2% of the sample disagreed that there are proper burglar-bars to prevent theft in their schools (see Table 4.21). Such illustration indicates that the majority of schools are unsecured. Their valuable assets are in unsecured premises. The data shows that the majority of teachers' personal items are exposed to theft. It is clear that all teachers need classrooms where they can work, lock up documents, and store personal items away from the accessibility to thieves. 1.4% of the sample indicated that they were unsure whether there are proper burglar-bars to prevent theft in their schools or not (see Table 4.21). A total 43.7% of the sample agreed that there are proper burglar-bars to prevent theft in their school. The mean score of 2.8 for the above statement indicated an overall impression of the sample to agree that there are proper burglar-bars to prevent theft in their schools. The standard deviation of 1.4 for the statement that there are proper burglar-bars to prevent theft in their schools showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.21: There are proper burglar-bars to prevent theft in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.6	22.2	22.2
	Disagree	46	31.1	31.9	54.2
	Do not know	2	1.4	1.4	55.6
	Agree	48	32.4	33.3	88.9
	Strongly Agree	15	10.1	10.4	99.3
	22.00	1	.7	.7	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

#### 4.3.2.9 During free periods teachers rest in the staff room

25.7% and 29.2% of the sample strongly disagreed and disagreed respectively to the statement that during free periods teachers rest in their staff room (see Table 4.22). Only 4.2% of the sample was unsure whether they rest in the staff room during their free periods or not. The cumulative 40.9% of the sample reported that they rest in staff-room during their free periods (see Table 4.22). The mean score of 2.9 for the above statement indicated an overall impression of disagreement that during free periods they rest in their staff room. The standard deviation of 1.4 for the statement that during free periods they rest in their staff room showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.22: During free periods teachers rest in the staff room**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	25.0	25.7	25.7
	Disagree	42	28.4	29.2	54.9
	Do not know	6	4.1	4.2	59.0
	Agree	46	31.1	31.9	91.0
	Strongly Agree	13	8.8	9.0	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

#### 4.3.2.10 A laboratory is available to assist me in implementing the NCS

50.7% and 27.4% of the sample strongly disagreed and disagreed respectively with the statement that a laboratory is available to assist them in implementing the NCS (see Table 4.23). It is clear that those schools are struggling to teach and demonstrate science lessons that require laboratory experiments. From the above results it is evident that a majority of the schools in Mthatha have no laboratories. From this evidence, one is able to conclude that students are taught theoretically without practice in subjects that require demonstrations like the Sciences and Geography. A laboratory is imperative to enhance learners' understanding in the science subjects. Table 4.23 indicates that 3.4% of the participants were unsure whether a laboratory is available to assist them in implementing the NCS. On the other hand, a collapse of 17.8% of the sample agreed that a laboratory is available to assist them in implementing the NCS. The mean score of 1.8 for the above statement indicated a general tendency of the sample to disagree that a laboratory is available to assist them in implementing the NCS. The standard deviation of 1.2 for the statement showed that a laboratory is available to assist them in implementing the NCS. The views of the sample tended to converge around the mean (see Appendix H).

**Table 4.23: A laboratory is available to assist me in implementing the NCS**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	74	50.0	50.7	50.7
	Disagree	40	27.0	27.4	78.1
	Do not know	5	3.4	3.4	81.5
	Agree	16	10.8	11.0	92.5
	Strongly Agree	10	6.8	6.8	99.3
	22.00	1	.7	.7	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

#### 4.3.2.11 There is a mud structure in my school

The 29.7% and 31.0% of the sample strongly disagreed and disagreed respectively with the statement that there are mud structures in their schools (see Table 4.24). Table 4.24 shows that only 2.1% of the sample is unsure whether there are mud structures or not in their schools. A sum

of 37.3% of the sample indicated that there are mud structures in their schools. That shows that the inequality still persists in resource distribution. The mean score of 2.6 for the above statement indicated an overall impression that most of the sample disagreed that there are mud structures in their schools. The standard deviation of 1.5 for the statement showed that there are mud structures in their school as the opinions of the sample tended to converge around the mean (see Appendix H).

**Table 4.24: There are mud structure in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	29.1	29.7	29.7
	Disagree	45	30.4	31.0	60.7
	Do not know	3	2.0	2.1	62.8
	Agree	31	20.9	21.4	84.1
	Strongly Agree	23	15.5	15.9	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

#### 4.3.2.12 Our school is well fenced

The cumulative 30.8% of the sample in Table 4.25 shows that they disagreed that their schools are fenced. It implies that teachers, students and assets (teaching and learning materials and buildings) are at risk. Unfortunately, trespassing of stray animals and people is likely to happen and could adversely affect the teaching and learning programme. It is illustrated in Table 4.25 that 7.0% of the sample was unsure whether their schools are well fenced or not. It is also noted that a total 62.3% of the sample had agreed that their school-yards are well fenced. It is appreciated that at least there are schools with well fenced yards, especially at this point in time where there is a prevalence of crime committed by gangsters in schools. The mean score of 3.5 for the above statement indicated an overall impression that the schools are well fenced. The standard deviation of 1.2 for the statement that their schools are well fenced showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.25: Our school is well fenced**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	10	6.8	7.0	7.0
	Disagree	34	23.0	23.8	30.8
	Do not know	10	6.8	7.0	37.8
	Agree	61	41.2	42.7	80.4
	Strongly Agree	28	18.9	19.6	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

#### 4.3.2.13 There is a shortage of LTSM in my classroom

The cumulative 36.4% of the sample disagreed that there is a shortage of LTSM in their classrooms (see Table 4.26). 3.5% of the sample was unsure whether there is a shortage of LTSM in their classrooms or not. The majority of the sample (59.4%) agreed that there is a shortage of LTSM in their classrooms (see Table 4.26). The mean score of 3.2 for the above statement indicated a general inclination of the sample to agree that there is a shortage of LTSM in their classrooms. The standard deviation of 1.3 for the statement that there is a shortage of LTSM in their classrooms showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.26: There is a shortage of LTSM in my classroom**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	18	12.2	12.6	12.6
	Disagree	34	23.0	23.8	36.4
	Do not know	5	3.4	3.5	39.9
	Agree	74	50.0	51.7	91.6
	Strongly Agree	11	7.4	7.7	99.3
	55.00	1	.7	.7	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.2.14 The lack of LTSM could affect the implementation of the NCS

It is illustrated in Table 4.27 that 7.6% of the sample disagreed that the lack of LTSM could affect the implementation of the NCS while 4.2% of the sample was unsure. The majority of the sample (88.2%) agreed that the lack of LTSM could affect the implementation of the NCS (see Table 4.27). The mean score of 4.1 for the above statement indicated an overall impression that the lack of LTSM could affect the implementation of the NCS. The standard deviation of 1.1 for the statement that the lack of LTSM could affect the implementation of the NCS showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.27: The lack of LTSM could affect implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.2	4.2
	Disagree	5	3.4	3.5	7.6
	Do not know	6	4.1	4.2	11.8
	Agree	82	55.3	56.9	68.8
	Strongly Agree	45	30.4	31.3	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.2.15 There are systems that are in place in my school to take care of LTSM

Table 4.28 shows that 14.5% and 28.4% of the sample strongly disagreed and disagreed respectively that there are systems in place in their schools to take care of LTSM. 8.3% of the sample indicated that they were unsure whether or not there are systems in place in their schools to take care of LTSM (see Table 4.28). 48.2% of the sample agreed that there are systems in place in their school to take care of LTSM. The mean score of 3.0 for the above statement indicated an overall impression of the sample to share different views on the statement that there are systems in place in their schools to take care of LTSM. The standard deviation of 1.2 for the statement that there are systems in place in their schools to take care of LTSM showed that the opinions of the sample tended to converge around the mean (see Appendix H).



**Table 4.28: There are systems in place in my school to take care of LTSM**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	14.2	14.5	14.5
	Disagree	42	28.4	29.0	43.4
	Do not know	12	8.1	8.3	51.7
	Agree	63	42.6	43.4	95.2
	Strongly Agree	7	4.7	4.8	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

#### 4.3.2.16 Lack of teaching aids is a challenge facing my school

It is depicted in Table 4.29 that 31.9% of the sample disagreed that a lack of teaching aids is a challenge facing their schools, while 3.5% of the sample was unsure whether lack of teaching aids is a challenge facing their schools. The majority of the sample (63.9%) agreed that lack of teaching aids is a challenge facing their schools. The mean score of 3.5 for the above statement indicated an overall impression of agreement that lack of teaching aids is a challenge facing their schools. The standard deviation of 1.3 for the statement that lack of teaching aids is a challenge facing their schools showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.29: Lack of teaching aids is a challenge facing my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.1	8.3	8.3
	Disagree	34	23.0	23.6	31.9
	Do not know	5	3.4	3.5	35.3
	Agree	62	41.9	43.1	78.5
	Strongly Agree	30	20.3	20.8	99.3
	55.00	1	.7	.7	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.2.17 The content of the textbooks that I use is relevant for me and my learners

2.7% and 8.2% of the sample strongly disagreed and disagreed respectively to the statement that the content of the textbooks that they use is relevant for them and their learners (see Table 4.30). The majority of the sample (81.6%) agreed that the content of the textbooks that they use is relevant for them and their learners. It is indicated in Table 4.30 that only 6.8% of the sample were unsure whether or not the content of the textbooks that they use is relevant for them and their learners. The mean score of 3.8 for the above statement indicated an overall impression that the sample agreed that the content of the textbooks that they use is relevant for them and their learners. The standard deviation of 0.9 for the statement that the content of the textbooks that they use is relevant for them and their learners showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.30: Content of textbooks that I use is relevant for me and my learners**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.7	2.7	2.7
	Disagree	12	8.1	8.2	10.9
	Do not know	10	6.8	6.8	17.7
	Agree	101	68.2	68.7	86.4
	Strongly Agree	19	12.8	12.9	99.3
	44.00	1	.7	.7	100.0
	Total	147	99.3	100.0	
Missing	System	1	.7		
Total		148	100.0		

4.3.2.18 Assessment activities in those textbooks are clearly understandable

The cumulative 21.9% of the sample disagreed that assessment activities in those textbooks are clearly understandable while 11.0% of the sample was unsure whether assessment activities in those textbooks are clearly understandable or not (see Table 4.31). It is also shown that the majority of the sample (67.1%) agreed that assessment activities in those textbooks are clearly understandable. The mean score of 3.4 for the above statement indicates strong agreement that assessment activities in those textbooks are clearly understandable. The standard deviation of 1.1

for the statement that assessment activities in those textbooks are clearly understandable showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.31: Assessment activities in those textbooks are clearly understandable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.1	4.1
	Disagree	26	17.6	17.8	21.9
	Do not know	16	10.8	11.0	32.9
	Agree	87	58.8	59.6	92.5
	Strongly Agree	11	7.4	7.5	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

#### 4.3.2.19 There is a library in my school

45.2% and 39.7% of the sample strongly disagreed and disagreed respectively that there are libraries in their schools (see Table 4.32). These results show that those schools are struggling to refer their learners to libraries to acquire supplementary insight to enrich their understanding. A library in schools is for teachers and learners' use during and after the school day to supplement insight taught in learning areas. 12.3% and 2.7% of the sample agreed and strongly agreed respectively that there are libraries in their schools. The mean score of 1.9 for the above statement indicated a general tendency of the sample to disagree that there are libraries in their schools. The standard deviation of 1.2 for the statement that there are libraries in their schools showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table: 4.32: There is a library in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	66	44.6	45.2	45.2
	Disagree	58	39.2	39.7	84.9
	Agree	18	12.2	12.3	97.3
	Strongly Agree	4	2.7	2.7	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.2.20 I am involved when LTSM is ordered for my grades

The cumulative 17.8% of the sample constitute a cohort that disagreed that they are involved when LTSM is ordered for their grades in their schools (see Table 4.33). It is depicted in Table 4.33 that 2.1% of the sample was unsure whether or not they are involved when LTSM is ordered in their grades. 60.3% and 19.9% of the sample agreed and strongly agreed respectively that they are involved when LTSM is ordered for their grades. The mean score of 3.8 for the above statement indicated an overall impression of the sample to agree that they are involved when LTSM is ordered for their grades. The standard deviation of 1.1 for the statement that they are involve when LTSM is ordered for their grades showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.33: I am involved when LTSM is ordered for my grades**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.1	4.1
	Disagree	20	13.5	13.7	17.8
	Do not know	3	2.0	2.1	19.9
	Agree	88	59.5	60.3	80.1
	Strongly Agree	29	19.6	19.9	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.2.21 Learning opportunities are hampered by an inadequate supply of furniture

Table 4.34 shows that the cumulative 26.2% of the sample disagreed that learning opportunities are hampered by an inadequate supply of furniture. It also depicted that 6.2% of the sample was unsure whether or not learning opportunities are hampered by an inadequate supply of furniture. The majority of the sample (67.5%) agreed that learning opportunities are hampered by the inadequate supply of furniture (see Table 4.34). The mean score of 3.6 for the above statement indicated an overall impression of the sample to agree that learning opportunities are hampered by an inadequate supply of furniture. The standard deviation of 1.3 for the statement that learning

opportunities are hampered by an inadequate supply of furniture showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.34: Learning opportunities are hampered by an inadequate supply of furniture**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	6.1	6.2	6.2
	Disagree	29	19.6	20.0	26.2
	Do not know	9	6.1	6.2	32.4
	Agree	64	43.2	44.1	76.6
	Strongly Agree	34	23.0	23.4	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.2.22 Inadequate finances limit the performance of the teachers in implementing the NCS in my school

It is indicated in Table 4.35 that 9.1% and 21.0% of the sample strongly disagreed and disagreed respectively that inadequate finances limit the performance of the teachers in implementing the NCS in their schools. The percentage of the cohort that was unsure whether or not inadequate finances limit the performance of the teachers in implementing the NCS in their schools or not constituted 11.2% of the sample. The majority of the sample (68.8%) agreed that inadequate finances limit the performance of the teachers in implementing the NCS in our schools (see Table 4.35). The mean score of 3.3 for the above statement indicated an overall impression of the sample to agree to the statement that inadequate finances limit the performance of the teachers in implementing the NCS in their schools. The standard deviation of 1.2 for the statement that inadequate finances limit the performance of the teachers in implementing the NCS in their schools showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.35: Inadequate finances limit the performance of the teachers in implementing the NCS in my school**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagree	13	8.8	9.1	9.1
	Disagree	30	20.3	21.0	30.1
	Do not know	16	10.8	11.2	41.3
	Agree	65	43.9	45.5	86.7
	Strongly Agree	19	12.8	13.3	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.2.23 The implementation of curriculum is more likely to succeed if financial support is provided

The cumulative 4.9% of the sample disagreed that the implementation of curriculum is more likely to succeed if financial support is provided (see Table 4.36). 8.4% of the sample indicated that they were unsure whether or not the implementation of the curriculum is more likely to succeed if financial support is provided. Table 4.36 indicates that the majority of the sample (86.7%) agreed that the implementation of curriculum is more likely to succeed if financial support is provided. The mean score of 3.9 for the above statement indicated a general tendency of the sample to agree that the implementation of curriculum is more likely to succeed if financial support is provided. The standard deviation of 0.8 for the statement that the implementation of curriculum is more likely to succeed if financial support is provided showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.36: The implementation of curriculum is more likely to succeed if financial support is provided**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.1	2.1
	Disagree	4	2.7	2.8	4.9
	Do not know	12	8.1	8.4	13.3
	Agree	100	67.6	69.9	83.2
	Strongly Agree	24	16.2	16.8	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.2.24 I am teaching subjects in which I majored in my teachers' qualification

The 44.8% of the sample revealed that they do not teach subjects in which they have majored in their teachers' qualification (see Table 4.37), while 53.1% of the sample are teaching subjects which they studied in their pre-service training, and 2.1% of the sample are unsure. The response of the latter cohort of 2.1% of the sample indicates that they do not want to show their stand or position in relation to the status of subject specialisation.

**Table 4.37: I am teaching subjects in which I majored in my teachers' qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	77	52.0	53.1	53.1
	False	65	43.9	44.8	97.9
	Not sure	3	2.0	2.1	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.2.25 Teachers are overloaded with work in my school

As can be seen in Table 4.38, only 19.2% of the sample confirmed that they are not overloaded with work in their schools, while 76.7% of the sample agreed that they are overloaded. Such data indicates that the majority of teachers are overloaded with work and that could cripple the

implementation of NCS in their schools. It is indicated in Table 4.38 that 4.1% of the sample was unsure whether or not there is an overloading of work in their schools.

**Table 4.38: Teachers are overloaded with work in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	28	18.9	19.2	19.2
	False	112	75.7	76.7	95.9
	Not sure	6	4.1	4.1	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

#### 4.3.2.26 There is an overcrowding of learners in my class

A greater number of the participants indicated that their classrooms are overcrowded (see Table 4.39). 55.9% of the sample agreed that there is an overcrowding of learners in their classrooms while 43.4% of the sample indicated that their classrooms are not overcrowded with learners in their schools. The negative impact of overcrowded classrooms on teachers is that they are limited in terms of rendering individual attention to those learners who are in dire need of it. In overcrowded classrooms, teachers are restricted in providing prompt feedback. Marking and classroom management, including maintenance of learners' discipline, are compromised which has a negative impact on the teachers' morale. In other instances the teachers' work rate/competences are negatively affected by overcrowded classrooms. Measures to curb the problem of overcrowded classrooms are required in order to benefit learners in effective curriculum implementation. Only 0.7% of the sample was unsure whether or not there is overcrowding of learners in their classrooms (see Table 4.39). The 0.7% of the sample did not want to show their schools' position in as far as overcrowding of learners is concerned.



**Table 4.39: There is an overcrowding of learners in my class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	78	56.5	57.8	57.8
	False	54	39.1	40.0	97.8
	Not sure	3	2.2	2.2	100.0
	Total	135	97.8	100.0	
Missing	System	3	2.2		
Total		138	100.0		

#### 4.3.2.27 Large classes affect teaching and learning

It is confirmed by 84.0% of the sample that large classes affect teaching and learning (see Table 4.40). Only 13.2% of the sample disagreed with the statement that large classes affect teaching and learning while 2.8% was unsure whether or not large classes affect teaching and learning (see Table 4.40).

**Table 4.40: Large classes affect teaching and learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	121	81.8	84.0	84.0
	False	19	12.8	13.2	97.2
	Not sure	4	2.7	2.8	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

#### 4.3.2.28 The re-deployment process has affected our school staff establishment

67.9% of the sample agreed that the re-deployment process has affected their school staff establishment while 25.7% of the sample disagreed that the re-deployment process has affected their school staff establishment (see Table 4.41). The higher learner teacher ratio and heavy workload of teachers could be attributed to the re-deployment process. Re-deployment in SA was designed by Peter Morkel as a model for the DoE to implement as a means to create equal distribution of teachers in schools rather than retrenching teachers. It has some unbearable implications on some teachers and schools while other teachers and schools were extremely

satisfied as it decreased their workload. The schools and teachers who were negatively impacted by Morkel’s model, find themselves with fewer teachers, while grades and subjects to teach as well as other DoE’s policies remained unaffected. Those schools and teachers who are affected by the re-deployment process are expected to function as effectively and efficiently as other schools in ensuring the successful implementation of the NCS in all grades. It is depicted in Table 4.41 that 6.4% of the sample was unsure whether or not the re-deployment process has affected their school staff establishment.

**Table 4.41: The redeployment process has affected our school staff establishment**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	True	95	64.2	67.9	67.9
	False	36	24.3	25.7	93.6
	Not sure	9	6.1	6.4	100.0
	Total	140	94.6	100.0	
Missing	System	8	5.3		
Total		148	100.0		

4.3.2.29 Teaching subjects are allocated in accordance with teachers’ qualifications in my school

It is confirmed by 41.1% of the sample that teaching subjects are allocated in accordance with teachers’ qualifications in their schools (see Table 4.42). On the other hand, the majority of the sample (47.3%) disagreed that the subjects are allocated in accordance with teachers’ qualifications in their schools. These results convey a clear picture in Table 4.42 that in some schools teachers are allocated subjects about which they have no content background knowledge. The results in Table 4.42 also confirm that some learners are taught by incompetent teachers in some subjects as result of no content background knowledge. The prevailing condition could negatively affect/hinder the implementation of the NCS. Provisions or programmes to rectify such conditions are needed so that the affected learners could be afforded an opportunity to access suitable knowledge and skills from the best qualified teachers of the subjects before it is too late. In Table 4.42, 11.6% of the sample indicated that they are unsure whether or not the subjects are allocated in accordance with teachers’ qualifications in their schools.

**Table 4.42: Teaching subjects are allocated in accordance with teacher’s qualification in my school**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	True	60	40.5	41.1	41.1
	False	69	46.6	47.3	88.4
	Not sure	17	11.5	11.6	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

**4.3.3 Interpretation of findings on SMTs: To what extent do the SMTs affect the implementation of the NCS?**

**4.3.3.1 Strong leadership is critical for effective curriculum implementation**

2.7% and 9.6% of the sample strongly disagreed and disagreed respectively that a strong leadership is critical for effective curriculum implementation (see Table 4.43). 9.6% of the sample were unsure whether or not strong leadership is critical for effective curriculum implementation. The majority of the sample (78.1%) agreed that strong leadership is critical for effective curriculum implementation. The mean score of 3.8 for the above statement indicated an overall impression of the sample to agree that strong leadership is critical for effective curriculum implementation. The standard deviation of 1.0 for the statement that strong leadership is critical for effective curriculum implementation showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.43: Strong leadership is critical for effective curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.7	2.7	2.7
	Disagree	14	9.5	9.6	12.3
	Do not know	14	9.5	9.6	21.9
	Agree	78	52.7	53.4	75.3
	Strongly Agree	36	24.3	24.7	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

#### 4.3.3.2 My SMT is effective in providing professional help to me

The cumulative 17.1% of the sample disagreed that their SMTs are effective in providing professional help to their teachers while 4.1% of the sample was unsure whether their SMTs are effective in providing them with professional help or not (see Table 4.44). As can be seen in Table 4.44, a total of 78.8% of the sample agreed that their SMTs are effective in providing them with professional help. The mean score of 3.6 for the above statement indicated an overall impression of the sample that SMTs are effective in providing professional help to them. The standard deviation of 1.1 for the statement that their SMTs are effective in providing professional help to them showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.44: My SMT is effective in providing professional help to me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.8	6.8	6.8
	Disagree	15	10.1	10.3	17.1
	Do not know	6	4.1	4.1	21.2
	Agree	102	68.9	69.9	91.1
	Strongly Agree	13	8.8	8.9	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.3.3 I have a supportive SMT in my school

The cumulative 14.4% of the sample disagreed that they have supportive SMTs in their schools (see Table 4.45). 4.1% of the sample was unsure whether or not they have supportive SMTs in their schools. It is shown in Table 4.45 that the cumulative 81.5% of the sample agreed that they have supportive SMTs in their schools. The mean score of 3.7 for the above statement indicated an overall impression of the sample to agree that they have supportive SMTs in their school. The standard deviation of 0.9 for the statement that they have supportive SMTs in their school showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.45: I have a supportive SMT in my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	4.8	4.8
	Disagree	14	9.5	9.6	14.4
	Do not know	6	4.1	4.1	18.5
	Agree	104	70.3	71.2	89.7
	Strongly Agree	15	10.1	10.3	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.3.4 Our SMTs regularly moderate our school work

The cumulative 13.8% of the sample disagreed that their SMTs regularly moderate their school work, while 4.8% of the sample was unsure whether or not their SMTs regularly moderate their school work (see Table 4.46). The majority of the sampled teachers (81.3%) agreed that their SMTs regularly moderate their school work. The mean score of 3.7 for the above statement indicated that most of the sample agreed that their SMTs regularly moderate their school work. The standard deviation of 1.0 for the statement that their SMTs regularly moderate their school work showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.46: Our SMTs regularly moderate our school work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	4.8	4.8
	Disagree	13	8.8	9.0	13.8
	Do not know	7	4.7	4.8	18.6
	Agree	103	69.6	71.0	89.7
	Strongly Agree	15	10.1	10.3	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

#### 4.3.3.5 Our SMTs support the implementation of the NCS

The cumulative 15.2% of the sample disagreed that their SMTs support the implementation of the NCS (see Table 4.47). It can also be seen from Table 4.47 that 4.1% of the sample are doubtful as to whether or not their SMTs support the implementation of the NCS. 80.6% of the sample confirmed that their SMTs support the implementation of the NCS. The mean score of 3.8 for the above statement indicated an overall impression that the sample agreed that their SMTs support the implementation of the NCS. The standard deviation of 0.9 for the statement that their SMTs support the implementation of the NCS showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.47: Our SMTs support implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.1	4.1
	Disagree	16	10.8	11.0	15.2
	Do not know	6	4.1	4.1	19.3
	Agree	102	68.9	70.3	89.7
	Strongly Agree	15	10.1	10.3	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.3.6 Our SMTs are not conversant with the implementation of the NCS

According to Table 4.48, 15.5% and 39.4% of the sample strongly disagreed and disagreed respectively with the statement that their SMTs are not conversant with the implementation of the NCS. This suggests that their SMTs have an understanding of the implementation of the NCS. It is also depicted in Table 4.48 that 18.3% of the sample was unsure whether or not their SMTs are conversant with the implementation of the NCS. The cumulative 26.7% of the sample indicated that their SMTs are not conversant with the implementation of the NCS. From such observation, it is evident that there are fewer SMTs who do not have an understanding of the NCS judged from the sampled schools. The mean score of 2.7 for the above statement indicated an overall impression of the sample to disagree that their SMTs are not conversant with the implementation of the NCS. The standard deviation of 1.2 for the statement that their SMTs are not conversant with the implementation of the NCS showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.48: Our SMTs are not conversant with implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.9	15.5	15.5
	Disagree	56	37.8	39.4	54.9
	Do not know	26	17.6	18.3	73.2
	Agree	33	22.3	23.2	96.5
	Strongly Agree	5	3.4	3.5	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.3.7 The NCS could fail as a result of lack of leadership in school

Table 4.49 shows that 11.9% and 21.0% of the sample strongly disagreed and disagreed respectively with the statement that the NCS could fail as a result of lack of leadership in school. It is indicated in Table 4.49 that 10.5% of the sample was unsure whether or not the NCS could fail as a result of lack of leadership in school. As can be seen from Table 4.49, 48.3% and 8.4% of the sample agreed and strongly agreed respectively with the statement that the NCS could fail

as a result of lack of leadership in school. The mean score of 3.1 for the above statement indicated an overall impression of the sample to agree that the NCS could fail as a result of a lack of leadership in school. The standard deviation of 1.2 for the statement that the NCS could fail as a result of lack of leadership in school showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.49: The NCS could fail as a result of lack of leadership in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	11.5	11.9	11.9
	Disagree	30	20.3	21.0	32.9
	Do not know	15	10.1	10.5	43.4
	Agree	69	46.6	48.3	91.6
	Strongly Agree	12	8.1	8.4	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

#### 4.3.3.8 Implementation of the NCS is practised by our SMTs

It is portrayed in Table 4.50 that 3.5% and 16.8% of the sample strongly disagreed and disagreed respectively that implementation of the NCS is practised by their SMTs. 10.5% of the sample are doubtful as to whether the implementation of the NCS is practised by their SMTs or not (see Table 4.50). 62.9% and 6.3% of the sample agreed and strongly agreed respectively that implementation of the NCS is practised by their SMTs. The mean score of 3.6 for the above statement indicated a general inclination of the sample to agree that implementation of the NCS is practised by their SMTs. The standard deviation of 1.0 for the statement showed that implementation of the NCS is practised by their SMTs. The views of the sample tended to converge around the mean (see Appendix H).



**Table 4.50: Implementation of the NCS is practiced by our SMT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.4	3.5	3.5
	Disagree	24	16.2	16.8	20.3
	Do not know	15	10.1	10.5	30.8
	Agree	90	60.8	62.9	93.7
	Strongly Agree	9	6.1	6.3	100.0
	Total	143	96.6	100.0	
Missing	System	5	3.4		
Total		148	100.0		

4.3.3.9 When teachers are not monitored, they tend to neglect applying appropriate teaching strategies

The cumulative 23.7% of the sample disagreed with the statement that when teachers are not monitored, they tend to neglect applying appropriate teaching strategies (see Table 4.51). 11.1% of the sample was unsure whether or not when teachers are not monitored, they tend to neglect applying appropriate teaching strategies. 54.9% and 9.7% of the sample agreed and strongly agreed that when teachers are not monitored they tend to neglect applying appropriate teaching strategies. The mean score of 3.4 for the above statement indicated an overall impression of the sample to agree that when teachers are not monitored, they tend to neglect applying appropriate teaching strategies. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.51: When teachers are not monitored, they tend to neglect applying appropriate teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	4.9	4.9
	Disagree	27	18.2	18.8	23.6
	Do not know	16	10.8	11.1	34.7
	Agree	79	53.4	54.9	89.6
	Strongly Agree	14	9.5	9.7	99.3
	44.00	1	.7	.7	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

#### **4.3.4 Interpretation of findings on in-service training/workshop: How does in-service training/workshops affect curriculum implementation?**

##### **4.3.4.1 Due to a subject content gap, I have no interest in implementing the NCS**

23.4% and 47.5% of the sample strongly disagreed and disagreed with the statement that due to a subject content gap, they have no interest in implementing the NCS (see Table 4.52). It is shown, too, that 13.3% of the sample was unsure whether or not that, due to a subject content gap, they have no interest in implementing the NCS. 11.3% and 4.3% of the sample agreed and strongly agreed respectively that, due to a subject content gap, they have no interest in implementing the NCS (see Table 4.52). The mean score of 2.3 for the above statement indicated an overall impression of the sample to disagree that, due to a subject content gap, they have no interest in implementing the NCS. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.52: Due to a subject content gap, I have no interest in implementing the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	22.3	23.4	23.4
	Disagree	67	45.3	47.5	70.9
	Do not know	19	12.8	13.5	84.4
	Agree	16	10.8	11.3	95.7
	Strongly Agree	6	4.1	4.3	100.0
	Total		141	95.3	100.0
Missing	System	7	4.7		
Total		148	100.0		

4.3.4.2 I am still experiencing difficulties in implementing the NCS

The above statement was included in the questionnaire to establish the *status quo* (current position) of teachers in implementing the NCS in their schools. This statement is closely linked to the main research question which seeks to identify factors that affect the implementation of the NCS in the Mthatha Education District. The responses were as follows: 10.3% and 30.3% of the sample strongly disagreed and disagreed respectively with the statement that they still experience difficulties in implementing the NCS (see Table 4.53). As can also be observed from Table 4.53, 14.5% of the sample indicated that they were unsure whether or not they still experience difficulties in implementing the NCS. It is illustrated in Table 4.53 that 39.3% and 5.5% of the sample agreed and strongly agreed respectively with the statement that they still experience difficulties in implementing the NCS. A sum of 44.8% sampled teachers provide a clear picture that in a majority of the sampled schools implementation of the NCS is doomed especially when also adding up 14.2% of the sample who is unsure. From the above results, it is an uncomfortable situation for those schools with such teachers who are still experiencing difficulties in implementing the NCS at this time. The implications are that learners do not benefit from those teachers and as a result those learners are unlikely to compete satisfactorily with their counterparts as would schools with teachers not experiencing difficulties in implementing the NCS. Immediate concerted efforts to remedy such conditions are greatly needed to assist those teachers. The mean score of 3.0 for the above statement indicated an overall impression of the sample to agree that they still experience difficulties in implementing the NCS. The standard

deviation of 1.2 for the statement that they still experience difficulties in implementing the NCS showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.53: I am still experiencing difficulties in implementing the NCS**

		Still experiencing difficulties in implementing the NCS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.1	10.3	10.3
	Disagree	44	29.7	30.3	40.7
	Do not know	21	14.2	14.5	55.2
	Agree	57	38.5	39.3	94.5
	Strongly Agree	8	5.4	5.5	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.3 My teaching knowledge and approach come into conflict with the NCS

15.9% and 43.4% of the sample strongly disagreed and disagreed respectively with the statement that their teaching knowledge and approach come into conflict with the NCS (see Table 4.54). It is also shown in Table 4.54 that only 6.2% were unsure whether their teaching knowledge and approach come into conflict with the NCS or not. 30.3% and 4.1% of the sample agreed and strongly agreed respectively with the statement that their teaching knowledge and approach come into conflict with the NCS. The mean score of 2.6 for the above statement indicated an overall impression that the sample disagreed that their teaching knowledge and approach come into conflict with the NCS. The standard deviation of 1.2 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.54: My teaching knowledge and approach come into conflict with the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.5	15.9	15.9
	Disagree	63	42.6	43.4	59.3
	Do not know	9	6.1	6.2	65.5
	Agree	44	29.7	30.3	95.9
	Strongly Agree	6	4.1	4.1	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.4 Unpreparedness of teachers is closely related to unsuccessful curriculum implementation

As can be seen from Table 4.55, 4.2% and 9.7% of the sample strongly disagreed and disagreed respectively with the statement that unpreparedness of teachers is closely related to unsuccessful curriculum implementation. 9.7% of the sample revealed that they were unsure whether unpreparedness of teachers is closely related to unsuccessful curriculum implementation or not (see Table 4.55). It is also shown that 56.3% and 20.1% of the sample agreed and strongly agreed respectively with the statement that unpreparedness of teachers is closely related to unsuccessful curriculum implementation. The mean score of 3.8 for the above statement indicated an overall impression of the sample to agree that unpreparedness of teachers is closely related to unsuccessful curriculum implementation. The standard deviation of 1.1 for the statement that unpreparedness of teachers is closely related to unsuccessful curriculum implementation showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.55: Unpreparedness of teachers is closely related to unsuccessful curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.2	4.2
	Disagree	14	9.5	9.7	13.9
	Do not know	14	9.5	9.7	23.6
	Agree	81	54.7	56.3	79.9
	Strongly Agree	29	19.6	20.1	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.4.5 The number of days that teachers have attended the NCS workshops was adequate to empower them to implement the NCS in their classrooms

It is demonstrated in Table 4.56 that 29.2% of the sample agreed with the statement that the number of days that they have attended the NCS workshops was adequate to empower them to implement the NCS in their classrooms. According to Table 4.56, 63.2% of the sample disagreed with the statement that the number of days that they have attended the NCS workshops was adequate to empower them to implement the NCS in their classrooms. It implies that the majority of the sample was not adequately prepared by those workshops due to the duration of workshops. 7.6% of the sample are not sure whether the duration of the workshops was adequate or not (see Table 4.56).

**Table 4.56: The number of days that teachers have attended the NCS workshops was adequate to empower them to implement the NCS in their classrooms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	42	28.4	29.2	29.2
	False	91	61.5	63.2	92.4
	Not sure	11	7.4	7.6	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.4.6 NCS workshops that I attended have helped me to implement the NCS in my classroom

The majority of the sample (63.0%) reported that NCS workshops that they attended have helped them to implement the NCS in their classrooms (see Table 4.57). It is also indicated that 21.9% of the sample opposed the statement that NCS workshops helped them to implement the NCS in their classrooms. 14.4% of the sample was unsure whether or not NCS workshops that they attended helped them to implement the NCS (see Table 4.57).

**Table 4.57: NCS workshops that I attended have helped me to implement the NCS in my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	92	62.2	63.0	63.0
	False	32	21.6	21.9	84.9
	Not sure	21	14.2	14.4	99.3
	33.00	1	.7	.7	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.4.7 Workshops are necessary for professional development

In Table 4.58, 89.0% of the sample confirmed that workshops are necessary for professional development while 8.3% of the sample disagreed with the statement that workshops are necessary for professional development. It is indicated by 2.8% of the sample that they are unsure that workshops are necessary for professional development.

**Table 4.58: Workshops are necessary for professional development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	129	87.2	89.0	89.0
	False	12	8.1	8.3	97.2
	Not sure	4	2.7	2.8	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.8 Workshops provide teachers with new methods of teaching

Table 4.59 shows that 81.0% of the sample agreed that workshops provide teachers with new methods of teaching while 13.4% of the sample opposed the view that workshops provide teachers with new methods of teaching. 5.6% of the sample was unsure whether workshops provide teachers with new methods of teaching or not (see Table 4.59).

**Table 4.59: Workshops provide teachers with new methods of teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	115	77.7	81.0	81.0
	False	19	12.8	13.4	94.4
	Not sure	8	5.3	5.6	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.4.9 NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom

It is indicated in Table 4.60 that 47.6% of the sample concurs with the statement that NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom. 31.7% of the sample pointed out that they disagreed with the statement that NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom (see Table 4.60). It is observed that 20.7% of the sampled teachers are unsure whether



or not NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom (see Table 4.60).

**Table 4.60: NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	69	46.6	47.6	47.6
	False	46	31.1	31.7	79.3
	Not sure	30	20.3	20.7	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

#### 4.3.4.10 I still need an opportunity to attend the NCS workshops

The majority of the sample (95.2%) confirmed that they still need an opportunity to attend the NCS workshops (see Table 4.61). This implies that there are teachers who are in dire need of NCS workshops to effectively empower them with the knowledge and relevant teaching strategies for effective and efficient implementation of the NCS. 2.8% of the sample disagreed that they still need an opportunity to attend the NCS workshops while 2.1% of the sample was unsure whether they need an opportunity to attend the NCS workshops or not (see Table 4.61).

**Table 4.61: I still need an opportunity to attend the NCS workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	138	93.2	95.2	95.2
	False	4	2.7	2.8	97.9
	Not sure	3	2.0	2.1	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.11 I use those acquired teaching strategies from NCS workshops in my classroom

As can be seen in Table 4.62, 74.5% of the sample indicated that they use teaching strategies which were acquired from NCS workshops in their classrooms while 10.3% disagreed with the statement that they use the teaching strategies which were acquired from the NCS workshops. It is portrayed in Table 4.62 that 15.2% of the sample was unsure whether or not they use teaching strategies which they acquired in NCS workshops.

**Table 4.62: I use those acquired teaching strategies from NCS workshops to my classroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	108	73.0	74.5	74.5
	False	15	10.1	10.3	84.8
	Not sure	22	14.9	15.2	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.12 NCS is easy to implement even if you have not attended the workshop

As can be seen in Table 4.63, 11.0% of the sample supported the statement that NCS is easy to implement even if you have not attended the workshop. A total of 77.4% sampled teachers opposed the idea that NCS is easy to implement even if you have not attended the workshop. Table 4.63 indicated that 11.6% of the sample was unsure whether or not NCS is easy to implement even if you have not attended the workshop.

**Table 4.63: NCS is easy to implement even if you have not attended the workshop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	16	10.8	11.0	11.0
	False	113	76.4	77.4	88.4
	Not sure	17	11.5	11.6	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.4.13 In-service training is critical for improvement of teachers’ instructional practices

The statement that in-service training is critical for improvement of teachers’ instructional practices is supported by 65.2% of the sample (see Table 4.64). This means that this cohort of teachers understand the impact of the workshops in relation to teachers’ teaching strategies. According to Table 4.64, 13.5% of the sample disagreed with the statement that in-service training is critical for improvement of teachers’ instructional practices. 21.3% of the sample was unsure whether in-service training is critical for improvement of teachers’ instructional practices or not (see Table 4.64).

**Table 4.64: In-service training is critical for improvement of teachers’ instructional practices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	92	62.2	65.2	65.2
	False	19	12.8	13.5	78.7
	Not sure	30	20.3	21.3	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		138	100.0		

4.3.4.14 Most teachers feel ill-prepared by those NCS workshops

It is illustrated in Table 4.65 that 35.9% of the sample agreed that most teachers feel ill-prepared by those NCS workshops. Such observations indicate that quality of those NCS workshops did not empower teachers to cope with curriculum implementation. 33.8% of the sample disagreed that most teachers felt ill-prepared by those NCS workshops (see Table 4.65). This implies that some teachers benefited from those NCS workshops. Where teachers benefit from the workshops, it is likely that the quality of teaching and learning improves. 29.7% of the sample indicated that they are not sure whether most teachers felt ill-prepared by those NCS workshops or not (see Table 4.65).

**Table 4.65: Most teachers feel ill-prepared by those NCS workshops**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	52	35.1	35.9	35.9
	False	49	33.1	33.8	69.7
	Not sure	43	29.1	29.3	99.3
	11.00	1	.7	.7	100.0
Total	145	98.0	100.0		
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.15 Staff development improves the job-related knowledge, skills and attitudes of teachers

A cohort of 80.0% of the sample agreed that staff development improves the job-related knowledge, skills and attitudes of teachers (see Table 4.66). According to Table 4.66, 10.3% of the sample opposed the statement that staff development improves the job-related knowledge, skills and attitudes of teachers. In addition, 9.7% of the sample is not sure whether staff development improves the job-related knowledge, skills and attitudes of teachers or not.

**Table 4.66: Staff development improves the job-related knowledge, skills and attitudes of teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	116	78.4	80.0	80.0
	False	15	10.1	10.3	90.3
	Not sure	14	9.5	9.7	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.16 The professional development that I have received did not provide me with the relevant support I needed to implement the NCS

It is indicated in Table 4.67 that 38.2% of the sample confirmed that the professional development that they have received did not provide them with the relevant support they needed to implement the NCS. In Table 4.67, 43.8% of the sample indicated that NCS workshop assisted

them with relevant support to implement the NCS. 18.1% of the sample was unsure whether or not the professional development that they have received did provide them with the relevant support they needed to implement the NCS (see Table 4.67).

**Table 4.67: The professional development that I have received did not provide me with the relevant support I needed to implement the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	55	37.2	38.2	38.2
	False	63	42.6	43.8	81.9
	Not sure	26	17.6	18.1	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.4.17 Staff development is done at school level at my school

60.4% of the sample reported that staff development is done at school level in their schools (see Table 4.68). This indicates that they have an opportunity to access in-service training in their schools. 32.6% of the sample disagreed with the statement that staff development is done at school level in their schools. It is also indicated in Table 4.68 that 6.9% of the sample was not sure that staff development is done at school level in their schools.

**Table 4.68: Staff development is done at school level at my school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	87	58.8	60.4	60.4
	False	47	31.8	32.6	93.1
	Not sure	10	6.8	6.9	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.4.18 Materials used in NCS workshops were relevant to enable teachers to implement the NCS

It was confirmed by 63.7% of the sample that materials used in NCS workshops were relevant to enable teachers to implement the NCS, while 13.0% of the sample disagreed with the statement that materials used in NCS workshops were relevant to enable teachers to implement the NCS (see Table 4.69). A cohort of 23.3% of teachers was unsure that materials used in NCS workshops were relevant to enable teachers to implement the NCS.

**Table 4.69: Materials used in NCS workshops were relevant to enable teachers to implement the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	93	62.8	63.7	63.7
	False	19	12.8	13.0	76.7
	Not sure	34	23.0	23.3	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.4.19 Our newly appointed teachers are provided with special training on implementation of the NCS

According to Table 4.70, 24.1% of the sample indicated that their newly appointed teachers are provided with special training on implementation of the NCS. The majority of teachers (62.8%) disagreed with the statement that their newly appointed teachers are provided with special training on implementation of the NCS (see Table 4.70). Such observations imply that those teachers could be struggling with NCS implementation in their schools. Intervention to curb such instances is required to place those newly appointed teachers on board with those who have undergone some in-service training on NCS. 13.1% of the cohort of the sample was unsure that their newly appointed teachers are provided with special training in implementing the NCS (see Table 4.70).

**Table 4.70: Our newly appointed teachers are provided with special training on implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	35	23.6	24.1	24.1
	False	91	61.5	62.8	86.9
	Not sure	19	12.8	13.1	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.20 Ill-prepared teachers affect the culture of learning and teaching

It is confirmed by 80.7% of the teachers who participated in completing the questionnaires that ill-prepared teachers affect the culture of learning and teaching (see Table 4.71). On the other hand, 13.1% of the participants disagreed that ill-prepared teachers affect the culture of learning and teaching, while 6.2% was unsure whether ill-prepared teachers affect the culture of learning and teaching (see Table 4.71).

**Table 4.71: Ill-prepared teachers affect the culture of learning and teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	117	79.1	80.7	80.7
	False	19	12.8	13.1	93.8
	Not sure	9	6.1	6.2	100.0
	Total	145	98.0	100.0	
Missing	System	3	2.0		
Total		148	100.0		

4.3.4.21 Our intermediate-phase teachers are experiencing difficulties in implementing the NCS

The majority of participants (43.2%) agreed that their intermediate-phase teachers are experiencing difficulties in implementing the NCS (see Table 4.72). In such situations, it is clear that the quality of teaching and learning is negatively impacted. These results are also confirmed in Table 4.53. It is imperative that concerted efforts to address their difficulties in implementing

the NCS are made in those schools. There were fewer of participants (36.3%) who disagreed that their intermediate-phase teachers are experiencing difficulties in implementing the NCS than those who agreed with regard to implementation of NCS (see Table 4.72). 20.5% of the participants indicated that they are not sure whether their intermediate-phase teachers are experiencing difficulties in implementing the NCS or not (see Table 4.72).

**Table 4.72: Our intermediate-phase teachers are experiencing difficulties in implementing the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	63	42.6	43.2	43.2
	False	53	35.8	36.3	79.5
	Not sure	30	20.3	20.5	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.4.22 Our intermediate-phase teachers plan their work schedule together

68.5% of the sample indicated that their intermediate-phase teachers plan their work schedule together while 24.7% of the participants disagreed with the statement (see Table 4.73). It is reported by 6.8% of the sample that they are unsure whether their intermediate-phase teachers plan their work schedule together or not (see Table 4.73).

**Table 4.73: Our intermediate-phase teachers plan their work schedule together**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	100	67.6	68.5	68.5
	False	36	24.3	24.7	93.2
	Not sure	10	6.8	6.8	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		



4.3.4.23 Writing of common examination papers by intermediate-phase learners could encourage the implementation of the NCS

With regard to the above statement that writing of common examination papers by intermediate-phase learners could encourage the implementation of the NCS, 81.5% of the sample agreed and 7.5% of the sample disagreed (see Table 4.74). 10.3% of the sample was unsure whether writing of common examination papers by intermediate-phase learners could encourage the implementation of the NCS or not (see Table 4.74).

**Table 4.74: Writing of common examination papers by intermediate-phase learners could encourage the implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.7	.7	.7
	True	119	80.4	81.5	82.2
	False	11	7.4	7.5	89.7
	Not sure	15	10.1	10.3	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

4.3.4.24 Teachers are adequately trained to ensure that curriculum implementation is taking place in their schools

A total sample of 28.2% disagreed that teachers are adequately trained to ensure that curriculum implementation is taking place in their schools (see Table 4.75). The other group of participants (15.5%) were unsure whether or not teachers were adequately trained to ensure that curriculum implementation is taking place in their schools (see Table 4.75). 55.7% of participants shared the positive view with regard to the statement that teachers were adequately trained to ensure that curriculum implementation is taking place in their schools.

**Table 4.75: Teachers are adequately trained to ensure that curriculum implementation is taking place in their schools**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	5.3	5.6	5.6
	Disagree	32	21.6	22.5	28.2
	Don't know	22	14.9	15.5	43.7
	Agree	67	45.3	47.2	90.8
	Strongly agree	12	8.1	8.5	99.3
	44.00	1	.7	.7	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

#### **4.3.5 Interpretation of findings on the DoE: To what extent does the DoE affect curriculum implementation?**

##### **4.3.5.1 Department of Education (DoE) provides all schools with adequate furniture**

According to Table 4.76, 42.6% and 34.0% strongly disagreed and disagreed respectively that the DoE provides all schools with adequate furniture. The given results indicate that there are still schools that lack resources such as furniture. It implies, therefore, that some learners and teachers in schools struggle to have comfort in relation to the availability of furniture. This becomes a challenge to schools with inadequate furniture as the availability of furniture is necessary for an enabling learning environment. This finding reflects the inequality of resource distribution to schools by the DoE. 12.1% of the sample was unsure whether the DoE provides all schools with adequate furniture or not (see Table 4.76). The total percentage of the sample who agreed that the DoE provides all schools with adequate furniture is 11.3 % (see Table 4.76). It is portrayed in Table 4.68 that 9.2% and 2.1% of the sample agreed and strongly agreed respectively that the DoE provides all schools with adequate furniture. Comparatively, a majority of the sample disagreed rather than agreed with the statement that the DoE provides all schools with adequate furniture. The mean score of 2.0 for the above statement indicated an overall impression that the sample disagreed that the DoE provides all schools with adequate furniture. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.76: The DoE provides all schools with adequate furniture**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	60	40.5	42.6	42.6
	Disagree	48	32.4	34.0	76.6
	Don't know	17	11.5	12.1	88.7
	Agree	13	8.8	9.2	97.9
	Strongly agree	3	2.0	2.1	100.0
	Total		141	95.3	100.0
Missing	System	7	4.7		
Total		148	100.0		

4.3.5.2 The DoE ensures that where there is a demand for furniture, a prompt supply is provided

A total of 72.5% of the sample disagreed that the DoE ensures that where there is a demand for furniture, a prompt supply is provided (see Table 4.77). One can infer from this that inequality prevails in terms of resource supply. It is necessary that measures to supply furniture and other school resources be implemented by the DoE. 15.5% of the sample indicated that they were unsure whether or not the DoE ensures that where there is a demand for furniture, a prompt supply is provided (see Table 4.77). 12.0% of the sample shared a similar view that the DoE ensures that where there is a demand for furniture, a prompt supply is provided. The mean score of 2.1 for the above statement indicated an overall impression that the sample disagreed that the DoE ensures that where there is a demand for furniture, a prompt supply is provided. The standard deviation of 1.2 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.77: The DoE ensures that where there is a demand for furniture, a prompt supply is provided**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	59	39.9	41.5	41.5
	Disagree	44	29.7	31.0	72.5
	Don't know	22	14.9	15.5	88.0
	Agree	12	8.1	8.5	96.5
	Strongly agree	5	3.4	3.5	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.5.3 The DoE ensures that all schools are adequately supplied with finances to implement the NCS

59.9% of the sample tended to disagree that the DoE ensures that all schools are adequately supplied with finances to implement the NCS (see Table 4.78). The observations in Tables 4.76, 4.77, and 4.78 indicate that access to resources by schools is unequal. This implies that there is an inequitable access to resources in schools which requires the attention of the DoE to address the imbalance if it wishes to achieve its objectives of curriculum reform. According to Table 4.78, 20.4% of the sample was unsure whether or not the DoE ensures that all schools are adequately supplied with finances to implement the NCS. It is illustrated in Table 4.78 that a total of 31.7% of the sample supported the view that the DoE ensures that all schools are adequately supplied with finances to implement the NCS. The mean score of 2.7 for the above statement indicated a general tendency of the sample to disagree that the DoE ensures that all schools are adequately supplied with finances to implement the NCS. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.78: The DoE ensures that all schools are adequately supplied with finances to implement the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	11.5	12.0	12.0
	Disagree	51	34.5	35.9	47.9
	Don't know	29	19.6	20.4	68.3
	Agree	37	25.0	26.1	94.4
	Strongly agree	8	5.3	5.6	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.5.4 District leadership facilitates a positive and productive work environment

5.6% and 24.3% of the sample strongly disagreed and disagreed respectively with the statement that district leadership facilitates a positive and productive work environment (see Table 4.79). Another cohort of the sample, namely 18.8%, was unsure whether district leadership facilitates a positive and productive work environment or not. Table 4.79 shows that 47.9% and 3.5% of the sample agreed and strongly agreed respectively that district leadership facilitates a positive and productive work environment. The mean score of 3.3 for the above statement indicated an overall impression that the sample agreed with the statement. The standard deviation of 1.1 that district leadership facilitates a positive and productive work environment showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.79: District leadership facilitates a positive and productive work environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	5.3	5.6	5.6
	Disagree	35	23.6	24.3	29.9
	Don't know	27	18.2	18.8	48.6
	Agree	69	46.6	47.9	96.5
	Strongly agree	5	3.4	3.5	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.5.5 Assistance should be offered by the district education officials

It is demonstrated in Table 4.80 that 7.6% of the sample did not confirm that assistance should be offered by the district education officials while 4.2% of the sample was neutral to the statement. As can be seen in Table 4.80, 88.2% of the sample confirmed that assistance should be offered by the district education officials. The mean score of 4.0 for the above statement indicated an overall impression that the sample agreed that assistance should be offered by the district education officials. The standard deviation of 0.9 for the statement that assistance should be offered by the district education officials showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.80: Assistance should be offered by the district education officials**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.4	3.5	3.5
	Disagree	6	4.1	4.2	7.6
	Don't know	6	4.1	4.2	11.8
	Agree	100	67.6	69.4	81.3
	Strongly agree	27	18.2	18.8	100.0
	Total	144	97.3	100.0	
Missing	System	4	2.7		
Total		148	100.0		

4.3.5.6 Little support from SES inhibits implementation of the NCS

It is illustrated in Table 4.81 that 5.0% and 8.5% of the sample strongly disagreed and disagreed respectively that little support from SES inhibits implementation of the NCS. 22.7% of the sample was unsure whether or not little support from SES inhibits implementation of the NCS (see Table 4.81). A total of 63.9% of the sample confirmed that little support from SES inhibits implementation of the NCS. From this observation given by the confirmatory group of the sample, it is suggested that the SES should support the teachers if the DoE wishes to attain effective curriculum implementation in schools. The mean score of 3.5 for the above statement indicated an overall impression that the sample agreed that little support from SES inhibits

implementation of the NCS. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.81: Little support from SES inhibits implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.7	5.0	5.0
	Disagree	12	8.1	8.5	13.5
	Don't know	32	21.6	22.7	36.2
	Agree	71	48.0	50.4	86.5
	Strongly agree	19	12.8	13.5	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		148	100.0		

4.3.5.7 There is a follow-up done by SES in schools monitoring implementation of the NCS

According to Table 4.82, a total of 34.3% of the sample disagreed that there is a follow-up done by SES in schools monitoring the implementation of the NCS while 22.6% were unsure whether or not there is a follow-up done by SES. As can be observed from Table 4.82, the majority of the sample (43.1%) confirmed that there is a follow-up done by SES in schools monitoring implementation of the NCS. The mean score of 3.0 for the above statement indicated an overall impression that the sample agreed that there is a follow-up done by SES in schools monitoring implementation of the NCS. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.82: There is a follow-up done by SES in schools monitoring implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	9.5	10.2	10.2
	Disagree	33	22.3	24.1	34.3
	Don't know	31	20.9	22.6	56.9
	Agree	56	37.8	40.9	97.8
	Strongly agree	3	2.0	2.2	100.0
	Total	137	92.6	100.0	
Missing	System	11	7.4		
Total		148	100.0		

4.3.5.8 Our NCS challenges are attended to satisfactorily by our district education officials

It is illustrated in Table 4.83 that 9.9% and 28.9% of the sample strongly disagreed and disagreed respectively with the statement that their NCS challenges are attended to satisfactorily by their district education officials. This implies that the above group of teachers struggle to access assistance that would enhance their curriculum implementation. It is, therefore, necessary that teachers be supported by the DoE in order to eliminate or combat the challenges as much as possible. 17.6% of the sample reported that they were unsure whether their NCS challenges are attended to satisfactorily by their district education officials (see Table 4.83). It is pleasing to note that a total sample of 43.6% confirmed that their NCS challenges are attended to satisfactorily by their district education officials (see Table 4.83). Such practices by the district education officials should prevail more regularly for sake of quality teaching and learning in schools. The mean score of 3.1 for the above statement indicated an overall impression that the sample agreed that their NCS challenges are attended to satisfactorily by their district education officials. The standard deviation of 1.1 for the statement that their NCS challenges are attended to satisfactorily by their district education officials showed that the views of the sample tended to converge around the mean (see Appendix H).



**Table 4.83: Our NCS challenges are attended to satisfactorily by our district education officials**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	9.5	9.9	9.9
	Disagree	41	27.7	28.9	38.7
	Don't know	25	16.9	17.6	56.3
	Agree	59	39.9	41.5	97.9
	Strongly agree	3	2.0	2.1	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.5.9 District education officials' support is minimal

In examining Table 4.84, 3.5% and 22.0% of participants strongly disagreed and disagreed respectively with the view that district education officials' support is minimal. It is reported by 15.6% of the sample that they were unsure whether district education officials' support is minimal or not. Table 4.84 indicates that 53.9% and 5.0% of the sample agreed and strongly agreed respectively that district education officials' support is minimal. These results show dissatisfaction of the sampled teachers with the support given by district education officials. Minimal or lack of DoE's support could lead to the paralysis of education in those schools. The results seem to suggest that the DoE's support is required in all schools to assist and monitor school activities. The mean score of 3.4 for the above statement indicated an overall impression that the sample agreed that district education officials' support is minimal. The standard deviation of 1.0 for the statement that district education officials' support is minimal showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.84: District education officials' support is minimal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	3.4	3.5	3.5
	Disagree	31	20.9	22.0	25.5
	Don't know	22	14.9	15.6	41.1
	Agree	76	51.4	53.9	95.0
	Strongly agree	7	4.7	5.0	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		148	100.0		

4.3.5.10 Support for education from the DoE could have a positive impact on the quality of curriculum implementation

It is displayed in Table 4.85 that 5.0% of the sample disagreed that support for education from the DoE could have a positive impact on the quality of curriculum implementation. 7.8% of the sample was unsure whether support for education from the DoE could have a positive impact on the quality of curriculum implementation. According to Table 4.85, 87.2% of the sample confirmed that support for education from the DoE could have a positive impact on the quality of curriculum implementation. The mean score of 4.0 for the above statement indicated an overall impression that the sample agreed that support for education from the DoE could have a positive impact on the quality of curriculum implementation. The standard deviation of 0.9 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.85: Support for education from the DoE could have a positive impact on the quality of curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.0	2.1	2.1
	Disagree	4	2.7	2.8	5.0
	Don't know	11	7.4	7.8	12.8
	Agree	89	60.1	63.1	75.9
	Strongly agree	30	23.0	24.1	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		148	100.0		

**4.3.6 Interpretation of findings/data/responses on parental involvement: How does parental involvement/the lack of parental involvement affect the implementation of the NCS?**

**4.3.6.1 Parents support the education of their children in my school**

There were a fewer number of participants (35.9%) who opposed the view that parents support the education of their children in their school (see Table 4.86). 6.3% of the sample was unsure whether or not parents support the education of their children in their school. A sum of 57.7% of the sample confirmed that parents support the education of their children in their school (see Table 4.86). The mean score of 3.2 for the above statement indicated a general tendency of the sample to agree that parents support the education of their children in their school. The standard deviation of 1.2 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.86: Parents support the education of their children in their school**

		Frequency	Percent	Valid Percent	Cumulative Percent <sup>777</sup>
Valid	Strongly disagree	14	9.5	9.9	9.9
	Disagree	37	25.0	26.1	35.9
	Don't know	9	6.1	6.3	42.3
	Agree	72	48.6	50.7	93.0
	Strongly agree	10	6.8	7.0	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

#### 4.3.6.2 Absence of co-operation between the school and the home results in poor academic performance of children

Table 4.87 indicates that a collapse of 13.4% of the sample disagreed with the view that the absence of co-operation between the school and the home results in poor academic performance of children. As can be observed in Table 4.87, 6.3% of the sample was unsure whether the absence of co-operation between the school and home results in poor academic performance of children. Table 4.87 indicates that a total sample of 80.3% confirmed that the absence of co-operation between the school and home results in poor academic performance of children. The mean score of 3.9 for the above statement indicated an overall impression that the sample agreed that the absence of co-operation between the school and the home results in poor academic performance of children. The standard deviation of 1.1 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.87: Absence of co-operation between the school and the home results in poor academic performance of children**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	6.1	6.3	6.3
	Disagree	10	6.8	7.0	13.4
	Don't know	9	6.1	6.3	19.7
	Agree	68	45.9	47.9	67.6
	Strongly agree	46	31.1	32.4	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.6.3 Lack of parental involvement in school could fail curriculum implementation

Table 4.88 indicates that a total sample of 14.3% disagreed that a lack of parental involvement in school could fail the curriculum implementation. 2.1% of the sample was unsure whether a lack of parental involvement in school could fail curriculum implementation. A majority of the sample (83.6%) confirmed that a lack of parental involvement in school could fail curriculum implementation (see Table 4.88). The mean score of 3.9 for the above statement indicated a general tendency of the sample to agree that a lack of parental involvement in school could fail curriculum implementation. The standard deviation of 1.1 for the statement that lack of parental involvement in school could fail curriculum implementation showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.88: Lack of parental involvement in school could fail curriculum implementation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.7	5.0	5.0
	Disagree	13	8.8	9.3	14.3
	Don't know	3	2.0	2.1	16.4
	Agree	76	51.4	54.3	70.7
	Strongly agree	41	27.7	29.3	100.0
	Total	140	94.6	100.0	
Missing	System	8	5.3		
Total		148	100.0		

4.3.6.4 There are good relations between the teachers and parents of our school

7.0% and 16.2% of the sample strongly disagreed and disagreed respectively with the statement that there are good relations between the teachers and parents of their school (see Table 4.89). It is also indicated in Table 4.89 that 8.5% of the sample was unsure whether there are good relations between the teachers and parents of their school or not. It is indicated by a majority of 68.3% that there are good relations between the teachers and parents of their schools. The mean score of 3.5 for the above statement indicated an overall impression that the sample agreed that there are good relations between the teachers and parents of their school. The standard deviation of 1.1 for the statement that there are good relations between the teachers and parents of their school showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.89: There are good relations between the teachers and parents of our school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	6.8	7.0	7.0
	Disagree	23	15.5	16.2	23.2
	Don't know	12	8.1	8.5	31.7
	Agree	82	55.3	57.7	89.4
	Strongly agree	15	10.1	10.6	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

4.3.6.5 Parents discourage learner absenteeism

In Table 4.90, 35.5% of the sample disagreed that parents discourage learner absenteeism. These results signal that some parents do not value regular attendance of learners at school. Learners who do not attend classes regularly are likely to perform badly in school as a result of the amount of school work they miss. It is observed in Table 4.90 that 12.3% of the sample was unsure whether parents discourage learner absenteeism or not. A total of 52.2% of the sample agreed that parents discourage learner absenteeism (see Table 4.90). The mean score of 3.2 for the above statement indicated an overall impression that the sample agreed that parents discourage learner

absenteeism. The standard deviation of 1.2 for the statement that parents discourage learner absenteeism showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.90: Parents discourage learner absenteeism**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	5.3	5.8	5.8
	Disagree	41	27.7	29.7	35.5
	Do not know	17	11.5	12.3	47.8
	Agree	60	40.5	43.5	91.3
	Strongly Agree	12	8.1	8.7	100.0
	Total	138	93.2	100.0	
Missing	System	10	6.8		
Total		148	100.0		

4.3.6.6 The quality of parental involvement has an impact on implementation of the NCS

With regard to the statement that the quality of parental involvement has an impact on implementation of the NCS, a total sample of 8.6% disagreed (see Table 4.91). It is also shown in Table 4.91 that 7.9% of the sample was unsure whether the quality of parental involvement has an impact on implementation of the NCS. A total of 83.6% of the sample agreed that the quality of parental involvement has an impact on the implementation of the NCS (see Table 4.91). The mean score of 3.8 for the above statement indicated an overall impression that the sample agreed that the quality of parental involvement has an impact on the implementation of the NCS. The standard deviation of 1.0 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.91: The quality of parental involvement has an impact on implementation of the NCS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	5.0	5.0
	Disagree	5	3.4	3.6	8.6
	Do not know	11	7.4	7.9	16.4
	Agree	96	64.9	68.6	85.0
	Strongly Agree	21	14.2	15.0	100.0
	Total	140	94.6	100.0	
Missing	System	8	5.3		
Total		148	100.0		

4.3.6.7 The implementation of the NCS requires the involvement of parents

A total sample of 5.6% disagreed with the statement that implementation of the NCS requires the involvement of parents (see Table 4.92). 2.8% of the sample was unsure whether implementation of the NCS requires the involvement of parents or not. The majority of the sample (91.5%) agreed that implementation of the NCS requires the involvement of parents. The mean score of 4.0 for the above statement indicated an overall impression that the sample agreed that implementation of the NCS requires the involvement of parents. The standard deviation of 0.8 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.92: The implementation of the NCS requires the involvement of parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.7	2.8	2.8
	Disagree	4	2.7	2.8	5.7
	Do not know	4	2.7	2.8	8.5
	Agree	96	64.9	68.1	76.0
	Strongly Agree	33	22.3	23.4	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		148	100.0		



4.3.6.8 There is cooperation between my school and its community

Table 4.93 indicates that 20.6% of the sample disagreed with the statement that there is cooperation between their school and its community. It is shown in Table 4.93 that 5.7% of the sample was unsure whether there is cooperation between their school and its community or not. The majority of the sample (73.7%) indicated that there is cooperation between their school and its community (see Table 4.93). The mean score of 3.6 for the above statement indicated an overall impression that the sample agreed that there is cooperation between their school and its community. The standard deviation of 1.0 for the statement that there is cooperation between their school and its community showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.93: There is cooperation between my school and its community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	4.7	5.0	5.0
	Disagree	22	14.9	15.6	20.6
	Do not know	8	5.3	5.7	26.2
	Agree	88	59.5	62.4	88.7
	Strongly Agree	16	10.8	11.3	100.0
	Total	141	95.3	100.0	
Missing	System	7	4.7		
Total		148	100.0		

4.3.6.9 Our school community encourages child chores

It is shown in Table 4.94 that a total sample of 61.9% disagreed that their school community encourages child chores. This table 4.94 also shows that 13.7% of the sample was unsure whether their school community encourages child chores or not. As can be seen in Table 4.94, a total number of 24.4% confirmed that their school communities encourage child chores. The mean score of 2.4 for the above statement indicated a general inclination of the sample to agree that their school community encourages child chores. The standard deviation of 1.2 for the statement that their school community encourages child chores showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.94: Our school community encourages child chores**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	26.4	28.1	28.1
	Disagree	47	31.8	33.8	61.9
	Do not know	19	12.8	13.7	75.5
	Agree	28	18.9	20.1	95.7
	Strongly Agree	6	4.1	4.3	100.0
	Total	139	93.9	100.0	
Missing	System	9	6.1		
Total		148	100.0		

#### 4.3.6.10 Child chores affect teaching and learning

8.6% and 10.8% of the sample strongly disagreed and disagreed respectively with the statement that child chores affect teaching and learning (see Table 4.95). 9.4% of the sample was unsure whether child chores affect teaching and learning or not. Table 4.95 indicates that 49.6% and 21.6% of the sample agreed and strongly agreed respectively that child chores affect teaching and learning. The mean score of 3.6 for the above statement indicated an overall impression of the sample to agree that child chores affect teaching and learning. The standard deviation of 1.2 for the statement that child chores affect teaching and learning showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.95: Child chores affect teaching and learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.1	8.6	8.6
	Disagree	15	10.1	10.8	19.4
	Do not know	13	8.8	9.4	28.8
	Agree	69	46.6	49.6	78.4
	Strongly Agree	30	20.3	21.6	100.0
	Total	139	93.9	100.0	
Missing	System	9	6.1		
Total		148	100.0		

4.3.6.11 Our learners are engaged in domestic work during school hours by their parents

It can be seen from Table 4.96 that a total sample of 47.9% disagreed that their learners are engaged in domestic work during school hours by their parents. 16.9% of the sample was unsure whether or not their learners are engaged in domestic work during school hours by their parents. A total sample of 35.2% agreed that their learners are engaged in domestic work during school hours by their parents (see Table 4.96). The mean score of 2.7 for the above statement indicated a general inclination that the sample disagreed that their learners are engaged in domestic work during school hours by their parents. The standard deviation of 1.2 for the statement showed that the views of the sample tended to converge around the mean (see Appendix H).

**Table 4.96: Our learners are engaged in domestic work during school hours by their parents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	18.9	19.7	19.7
	Disagree	40	27.0	28.2	47.9
	Do not know	24	16.2	16.9	64.8
	Agree	44	29.7	31.0	95.8
	Strongly Agree	6	4.1	4.2	100.0
	Total	142	95.9	100.0	
Missing	System	6	4.1		
Total		148	100.0		

**4.4 ANALYSIS OF PAIRS OF VARIABLES TO DETERMINE THE EXISTENCE OF ASSOCIATION**

In this section cross tabulations were conducted to establish whether there is an association between any two variables assumed or not. It is another means of analysis used in this study. This two-way analytical approach was adopted in this section. The researcher assumed that the identified variables could be reasons for teachers to experience difficulties in implementing the NCS. The thrust of conducting cross tabulations was to test those hypotheses. The charts, detailed interpretations, and chi-square tests are presented. The interpretation was based on three types of outputs from the statistical analysis, namely, the two-way table of frequencies in the form of

percentages, the two-way histogram (chart) and finally the Chi-Square level of significance test based on a calculated P-value. According to Fink (2008:12), usually the level of statistical significance of these types of tests can be set at 0.01, 0.05, or 0.25. For this study, the researcher sets a level of statistical significance at 0.05.

The level of significance is: 0.05

If the P-value is < than 0.05, the researcher rejected the null hypothesis ( $H_0$ ) and accepted the alternative hypothesis and concluded that there is some significant degree of association between the two variables. However, if the P-value is > than 0.05, the researcher accepted the null hypothesis and concluded that there is no association between the two variables. Any calculated value in the present study less than the predetermined level led to the rejection of the null hypothesis.

#### **4.4.1 Teachers attitudes are important factors in the implementation of curriculum *versus* still experiencing difficulties to implement the NCS**

$H_0$ : There is no association between “Teachers attitudes are important factors in the implementation of curriculum” and “whether educators still experience difficulties when implementing the NCS or not”

Against

$H_1$ : There is significant association between the two variables

The level of significance was 0.05

##### **Test criterion**

This test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

##### **Rejecting/accepting the null hypothesis**

The procedure of either rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.026) is less than the level of significance, 0.05.

## Decision

Given the above interpretation where the p-value was less than the level of significance, the researcher rejected the null hypothesis in favour of the alternative at the 0.05 level of significance.

## Conclusion

Since the researcher has rejected the null hypothesis, the implication was that there was significant association between the two variables. From the subject matter point of view, the researcher concluded that teachers' attitudes have significant influence on the implementation of the NCS. (See Tables 4.97 and Figure 4.1 below):

**Table 4.97 (a) shows the distribution of the statements that teachers' attitudes are important factors in the implementation of curriculum *versus* still experiencing difficulties to implement the NCS**

			Still experiencing difficulties to implement the NCS					Total
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	
Teachers attitudes are important factors in the implementation of curriculum	Strongly Disagree	Count	1	1	0	0	1	3
		% within Teachers attitudes are important factors in the implementation of curriculum	33.3%	33.3%	.0%	.0%	33.3%	100.0%
		% within Still experiencing difficulties to implement the NCS	6.7%	2.3%	.0%	.0%	12.5%	2.1%
		% of Total	.7%	.7%	.0%	.0%	.7%	2.1%
	Disagree	Count	0	1	2	4	0	7
		% within Teachers attitudes are important factors in the implementation of curriculum	.0%	14.3%	28.6%	57.1%	.0%	100.0%

		% within Still experiencing difficulties to implement the NCS	.0%	2.3%	9.5%	7.1%	.0%	4.9%
		% of Total	.0%	.7%	1.4%	2.8%	.0%	4.9%
Do not know		Count	0	1	3	3	0	7
		% within Teachers attitudes are important factors in the implementation of curriculum	.0%	14.3%	42.9%	42.9%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	2.3%	14.3%	5.3%	.0%	4.9%
		% of Total	.0%	.7%	2.1%	2.1%	.0%	4.9%
Agree		Count	13	21	14	31	4	83
		% within Teachers attitudes are important factors in the implementation of curriculum	15.7%	25.3%	16.9%	37.3%	4.8%	100.0%
		% within Still experiencing difficulties to implement the NCS	86.7%	47.7%	66.7%	55.3%	50.0%	57.6%
		% of Total	9.0%	14.6%	9.7%	21.5%	2.8%	57.6%
Strongly Agree		Count	1	20	2	18	3	44
		% within Teachers attitudes are important factors in the implementation of curriculum	2.3%	45.5%	4.5%	40.9%	6.8%	100.0%

		% within Still experiencing difficulties to implement the NCS	6.7%	45.5%	9.5%	32.1%	37.5%	30.6%
		% of Total	.7%	13.9%	1.4%	12.5%	2.1%	30.6%
Total		Count	15	44	21	56	8	144
		% within Teachers attitudes are important factors in the implementation of curriculum	10.4%	30.6%	14.6%	38.9%	5.6%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.4%	30.6%	14.6%	38.9%	5.6%	100.0%

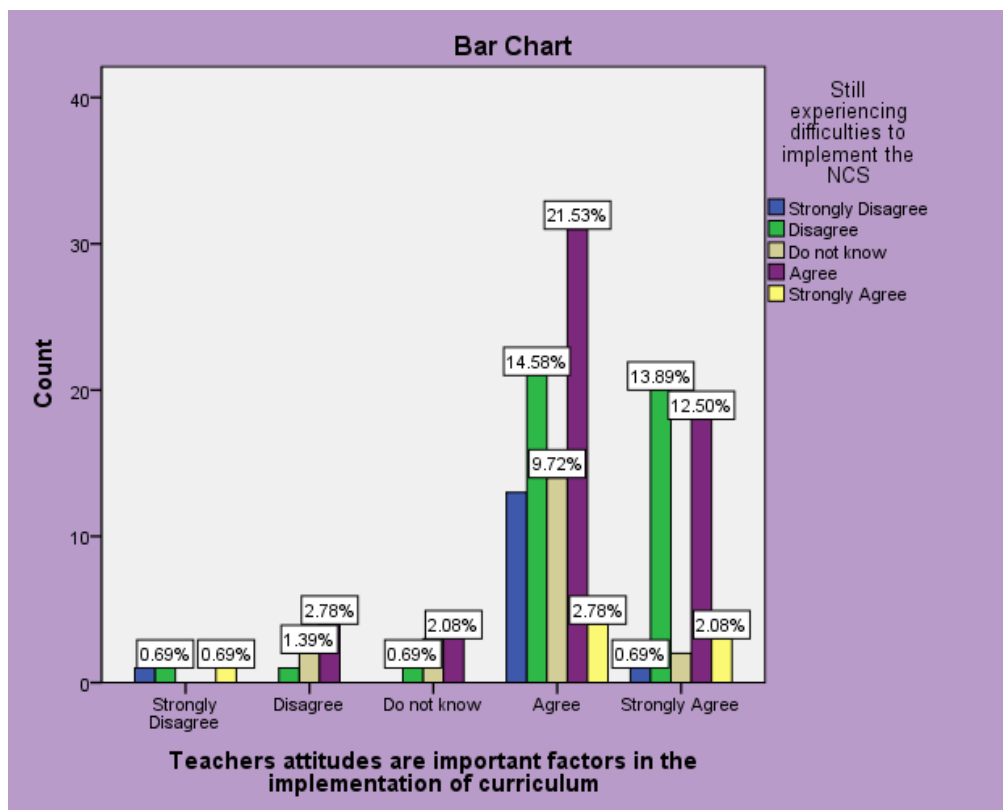
**Table 4.97 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.726 <sup>a</sup>	16	.026
Likelihood Ratio	30.205	16	.017
Linear-by-Linear Association	.056	1	.813
N of Valid Cases	144		

**Table 4.97 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.726 <sup>a</sup>	16	.026
Likelihood Ratio	30.205	16	.017
Linear-by-Linear Association	.056	1	.813
N of Valid Cases	144		

**Figure 4.1 shows the distribution of the statements that teachers' attitudes are important factors in the implementation of curriculum *versus* still experiencing difficulties to implement the NCS**



#### **4.4.2 Limited resources affect the implementation of the NCS versus “still experiencing difficulties to implement the NCS”**

The main objective of carrying out the current study with these variables in the analysis was to understand whether there exists any association between the variables or not. To determine the



existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

$H_0$  : There is no association between “limited resources affecting implementation of the NCS” and “whether an educator was still experiencing difficulties to implement the NCS or not”  
against

$H_1$  : There is association between the above two stated variables

The level of significance was 0.05

### **Test criterion**

This test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

### **Rejecting/accepting the null hypothesis**

The procedure of either rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance (0.05). In this case the researcher noted that the p-value (0.837) is much larger than the level of significance, 0.05.

### **Decision**

Since the p-value was greater than the level of significance, the researcher had no reason to reject the null hypothesis in favour of the alternative.

### **Conclusion**

Having failed to reject the null hypothesis means that there was no association between the two variables. From the subject matter point of view, the researcher concluded that non availability of sufficient resources had no effect on the implementation of the NCS. (See Tables 4.98 and Figure 4.2 below):

**Table 4.98 (a) Limited resources affect the implementation of the NCS versus “Still experiencing difficulties to implement the NCS”**

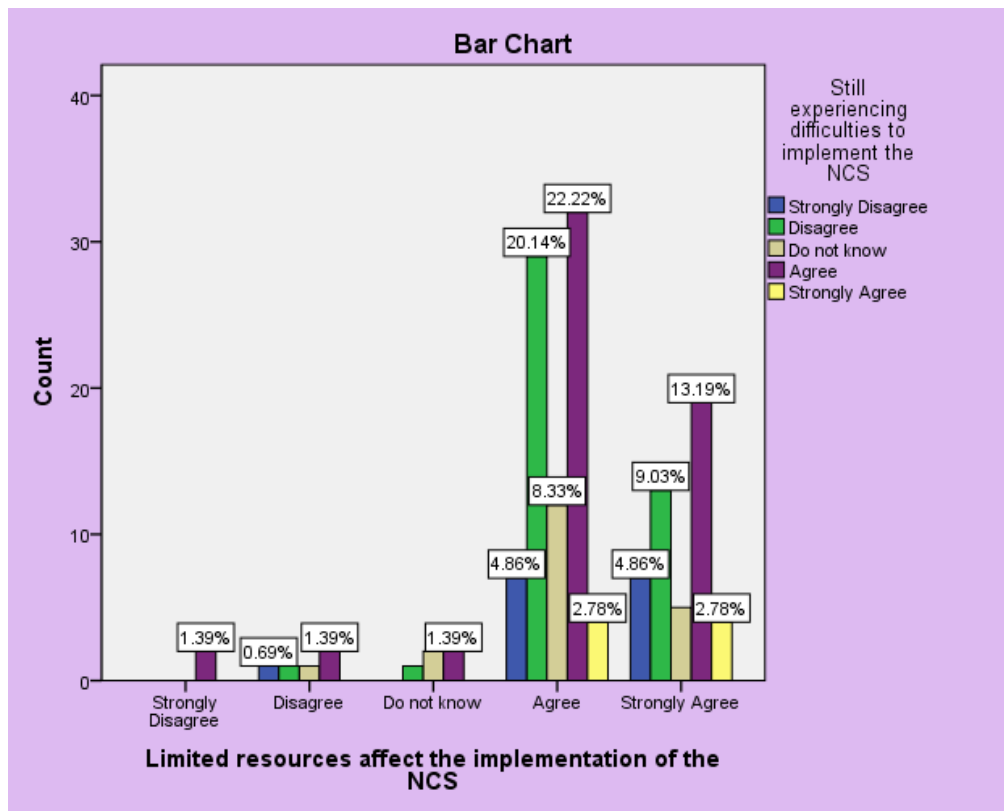
			Still experiencing difficulties to implement the NCS					
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	Total
Limited resources affect the implementation of the NCS	Strongly Disagree	Count	0	0	0	2	0	2
		% within Limited resources affect the implementation of the NCS	.0%	.0%	.0%	100.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	.0%	.0%	3.5%	.0%	1.4%
		% of Total	.0%	.0%	.0%	1.4%	.0%	1.4%
	Disagree	Count	1	1	1	2	0	5
		% within Limited resources affect the implementation of the NCS	20.0%	20.0%	20.0%	40.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	6.7%	2.3%	5.0%	3.5%	.0%	3.5%
		% of Total	.7%	.7%	.7%	1.4%	.0%	3.5%
	Do not know	Count	0	1	2	2	0	5
		% within Limited resources affect the implementation of the NCS	.0%	20.0%	40.0%	40.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	2.3%	10.0%	3.5%	.0%	3.5%
		% of Total	.0%	.7%	1.4%	1.4%	.0%	3.5%

	Agree	Count	7	29	12	32	4	84
		% within Limited resources affect the implementation of the NCS	8.3%	34.5%	14.3%	38.1%	4.8%	100.0%
		% within Still experiencing difficulties to implement the NCS	46.7%	65.9%	60.0%	56.1%	50.0%	58.3%
		% of Total	4.9%	20.1%	8.3%	22.2%	2.8%	58.3%
	Strongly Agree	Count	7	13	5	19	4	48
		% within Limited resources affect the implementation of the NCS	14.6%	27.1%	10.4%	39.6%	8.3%	100.0%
		% within Still experiencing difficulties to implement the NCS	46.7%	29.5%	25.0%	33.3%	50.0%	33.3%
		% of Total	4.9%	9.0%	3.5%	13.2%	2.8%	33.3%
	Total	Count	15	44	20	57	8	144
		% within Limited resources affect the implementation of the NCS	10.4%	30.6%	13.9%	39.6%	5.6%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.4%	30.6%	13.9%	39.6%	5.6%	100.0%

**Table 4.98 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.531 <sup>a</sup>	16	.837
Likelihood Ratio	11.250	16	.794
Linear-by-Linear Association	.200	1	.655
N of Valid Cases	144		

**Figure 4.2: Limited resources affect the implementation of the NCS *versus* still experiencing difficulties to implement the NCS**



#### 4.4.3 My SMT supports curriculum implementation *versus* still experiencing difficulties to implement the NCS

To determine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

$H_0$  : There is no association between “SMT supporting curriculum implementation” and “Whether educators still experience difficulties to implement the NCS or not”

against

H<sub>1</sub>: There is no association between the two variables

The level of significance was 0.05

**Test criterion**

This test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

**Rejecting/accepting the null hypothesis**

Rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.021) is far less than the level of significance, 0.05.

**Decision**

Since the p-value was less than the level of significance, the researcher rejected the null hypothesis in favour of the alternative at the 0.05 level of significance.

**Conclusion**

Since the researcher rejected the null hypothesis, the implication was that there was significant association between the two variables. The researcher concluded that SMT's support of the curriculum implementation affected the implementation of the NCS. It can further be established that the two-way table below confirms the finding since the level of agreement depends on the level of the other variable. (See Tables 4.99 and Figure 4.3 below):

**Table 4.99 (a) shows the distribution of the statements that My SMT supports curriculum implementation *versus* still experiencing difficulties to implement the NCS**

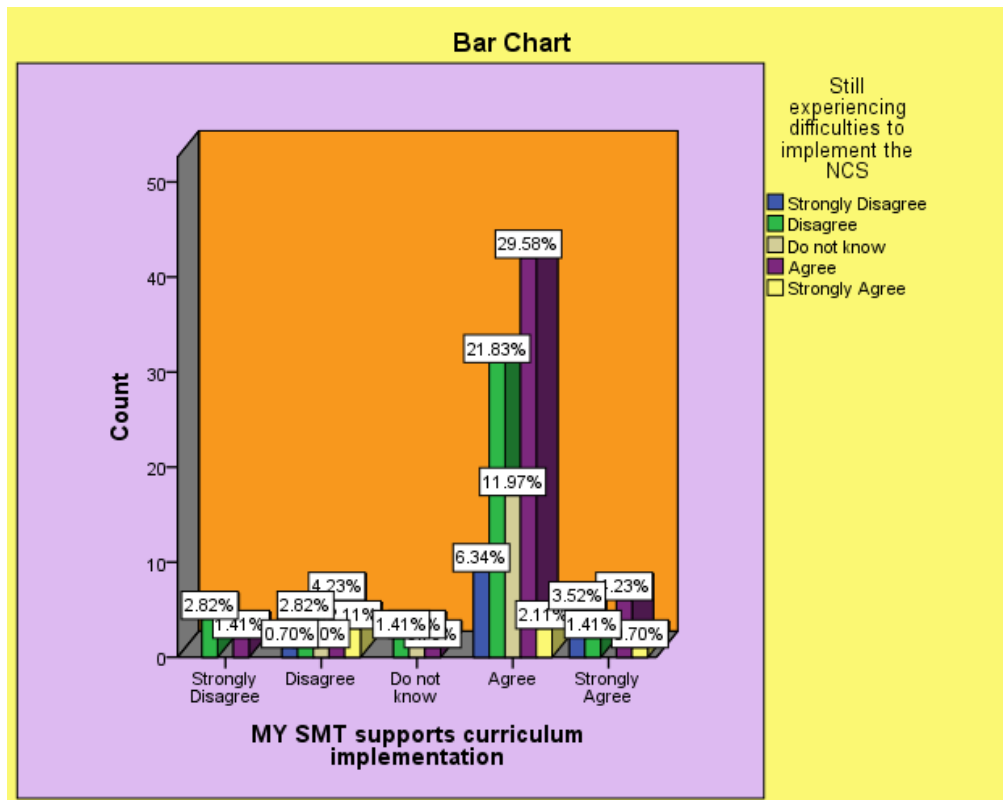
			Still experiencing difficulties to implement the NCS					Total
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	
My SMT supports curriculum implementation	Strongly Disagree	Count	0	4	0	2	0	6
		% within my SMT supports curriculum implementation	.0%	66.7%	.0%	33.3%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	9.3%	.0%	3.5%	.0%	4.2%
		% of Total	.0%	2.8%	.0%	1.4%	.0%	4.2%
	Disagree	Count	1	4	1	6	3	15
		% within my SMT supports curriculum implementation	6.7%	26.7%	6.7%	40.0%	20.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	6.7%	9.3%	5.0%	10.5%	42.9%	10.6%
		% of Total	.7%	2.8%	.7%	4.2%	2.1%	10.6%
	Do not know	Count	0	2	2	1	0	5
		% within my SMT supports curriculum implementation	.0%	40.0%	40.0%	20.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	4.7%	10.0%	1.8%	.0%	3.5%
		% of Total	.0%	1.4%	1.4%	.7%	.0%	3.5%
	Agree	Count	9	31	17	42	3	102
		% within my SMT supports curriculum implementation	8.8%	30.4%	16.7%	41.2%	2.9%	100.0%

		% within Still experiencing difficulties to implement the NCS	60.0%	72.1%	85.0%	73.7%	42.9%	71.8%
		% of Total	6.3%	21.8%	12.0%	29.6%	2.1%	71.8%
	Strongly Agree	Count	5	2	0	6	1	14
		% within my SMT supports curriculum implementation	35.7%	14.3%	.0%	42.9%	7.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	33.3%	4.7%	.0%	10.5%	14.3%	9.9%
		% of Total	3.5%	1.4%	.0%	4.2%	.7%	9.9%
Total		Count	15	43	20	57	7	142
		% within my SMT supports curriculum implementation	10.6%	30.3%	14.1%	40.1%	4.9%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.6%	30.3%	14.1%	40.1%	4.9%	100.0%

**Table 4. 99 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.389 <sup>a</sup>	16	.021
Likelihood Ratio	26.847	16	.043
Linear-by-Linear Association	.559	1	.455
N of Valid Cases	142		

**Figure 4.3 shows the distribution of the statements that my SMT supports curriculum implementation *versus* still experiencing difficulties to implement the NCS**



**4.4.4 Staff development is done in my school at school level *versus* still experiencing difficulties to implement the NCS**

To examine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

H<sub>0</sub>: There is no association between “Staff development to be done at school level” and “teachers still experiencing difficulties to implement the NCS or not”

against

H<sub>1</sub>: There is significant association between the two variables

The level of significance was 0.05



**Test criterion**

This test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

**Rejecting/accepting the null hypothesis**

The procedure of either rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.915) is far greater than the level of significance, 0.05.

**Decision**

Since the p-value was much greater than the level of significance, the researcher had no sufficient reasons to reject the null hypothesis in favour of the alternative at the 0.05 level of significance.

**Conclusion**

Since the researcher could not reject the null hypothesis, the implication was that there was no significant association between the two variables. The researcher interpreted this to mean that staff development having been done at school level **had no** effect on the implementation of the NCS. (See Tables 100 and Figure 4.4 below):

**Table 4.100 (a) shows the distribution of the statements that Staff development is done in my school at school level *versus* still experiencing difficulties to implement the NCS**

			Still experiencing difficulties to implement the NCS					
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	Total
Staff development is done in my school at school level	True	Count	8	27	14	33	3	85
		% within Staff development is done in my school at school level	9.4%	31.8%	16.5%	38.8%	3.5%	100.0%
		% within Still experiencing difficulties to implement the NCS	57.1%	62.8%	66.7%	58.9%	42.9%	60.3%
	False	Count	5	14	6	18	4	47

		% within Staff development is done in my school at school level	10.6%	29.8%	12.8%	38.3%	8.5%	100.0%
		% within Still experiencing difficulties to implement the NCS	35.7%	32.6%	28.6%	32.1%	57.1%	33.3%
		% of Total	3.5%	9.9%	4.3%	12.8%	2.8%	33.3%
	Not sure	Count	1	2	1	5	0	9
		% within Staff development is done in my school at school level	11.1%	22.2%	11.1%	55.6%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	7.1%	4.7%	4.8%	8.9%	.0%	6.4%
		% of Total	.7%	1.4%	.7%	3.5%	.0%	6.4%
Total		Count	14	43	21	56	7	141
		% within Staff development is done in my school at school level	9.9%	30.5%	14.9%	39.7%	5.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	9.9%	30.5%	14.9%	39.7%	5.0%	100.0%

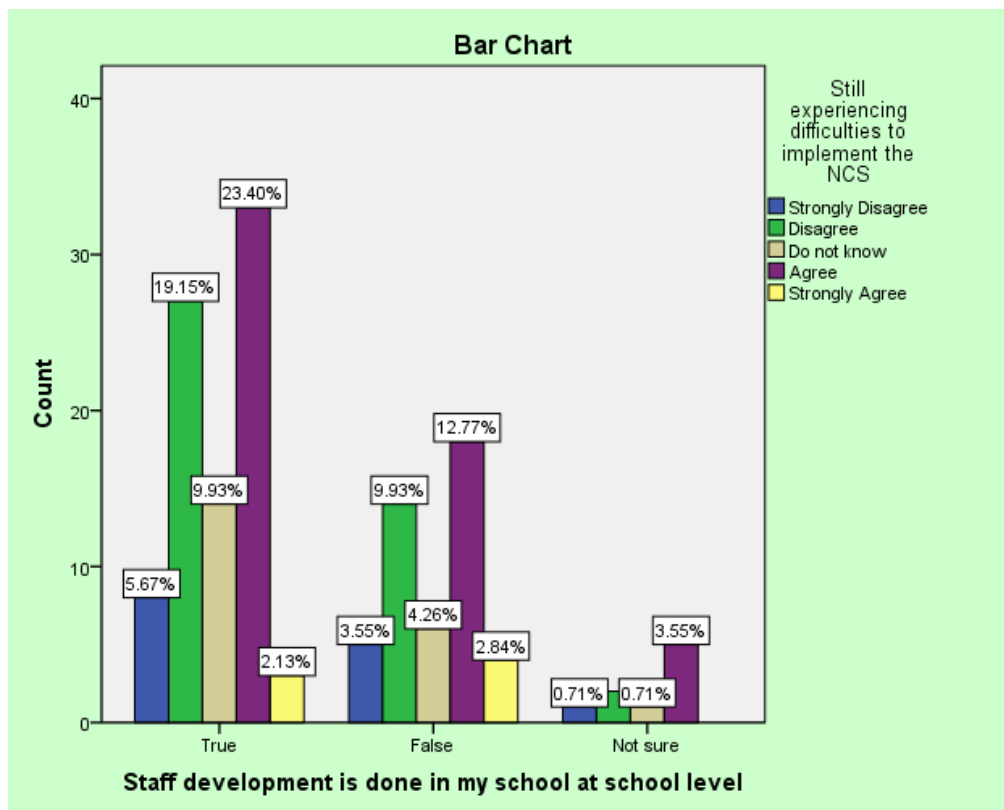
**Table 4. 100 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.285 <sup>a</sup>	8	.915
Likelihood Ratio	3.528	8	.897
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	141		

**Table 4. 100 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.285 <sup>a</sup>	8	.915
Likelihood Ratio	3.528	8	.897
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	141		

**Figure 4.4 shows the distribution of the statements that Staff development is done in my school at school level *versus* still experiencing difficulties to implement the NCS**



**4.4.5 Little support from the SES inhibits curriculum implementation *versus* still experiencing difficulties to implement the NCS**

To determine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

H<sub>0</sub>: There is no association between “Little support from the SES inhibits curriculum implementation” and “Still experiencing difficulties to implementing the NCS”

against

H<sub>1</sub>: There is significant association between the two variables.

The level of significance was 0.05

### **Test criterion**

Like before, this test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

### **Rejecting/accepting the null hypothesis**

The rejection or acceptance of the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.924) is greater than the level of significance, 0.05.

### **Decision**

Since the p-value was far greater than the level of significance, the researcher could not reject the null hypothesis in favour of the alternative at the 0.05 level of significance.

### **Conclusion**

Since the researcher never rejected the null hypothesis, the implication was that there was no significant association between the two variables. The researcher therefore concluded that little support from the SES had no evident effect on the implementation of the NCS. (See Tables 4.101 and Figure 4.5 below):

**Table 4.101 (a) shows the distribution of the statements that little support from the SES inhibits curriculum implementation *versus* still experiencing difficulties to implement the NCS**

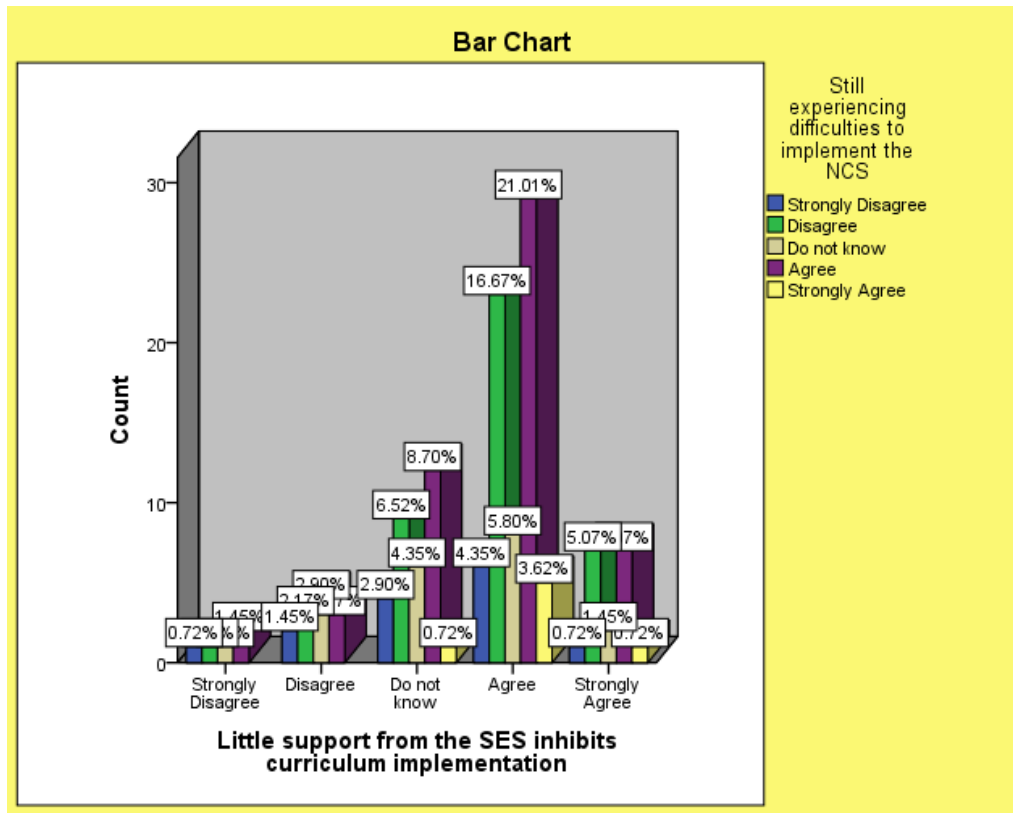
			Still experiencing difficulties to implement the NCS					Total
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	
Little support from the SES inhibits curriculum implementation	Strongly Disagree	Count	1	1	1	2	0	5
		% within Little support from the SES inhibits curriculum implementation	20.0%	20.0%	20.0%	40.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	7.1%	2.3%	4.8%	3.8%	.0%	3.6%
		% of Total	.7%	.7%	.7%	1.4%	.0%	3.6%
	Disagree	Count	2	3	4	3	0	12
		% within Little support from the SES inhibits curriculum implementation	16.7%	25.0%	33.3%	25.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	14.3%	7.0%	19.0%	5.7%	.0%	8.7%
		% of Total	1.4%	2.2%	2.9%	2.2%	.0%	8.7%
	Do not know	Count	4	9	6	12	1	32
		% within Little support from the SES inhibits curriculum implementation	12.5%	28.1%	18.8%	37.5%	3.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	28.6%	20.9%	28.6%	22.6%	14.3%	23.2%
		% of Total	2.9%	6.5%	4.3%	8.7%	.7%	23.2%
Agree	Count	6	23	8	29	5	71	

		% within Little support from the SES inhibits curriculum implementation	8.5%	32.4%	11.3%	40.8%	7.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	42.9%	53.5%	38.1%	54.7%	71.4%	51.4%
		% of Total	4.3%	16.7%	5.8%	21.0%	3.6%	51.4%
	Strongly Agree	Count	1	7	2	7	1	18
		% within Little support from the SES inhibits curriculum implementation	5.6%	38.9%	11.1%	38.9%	5.6%	100.0%
		% within Still experiencing difficulties to implement the NCS	7.1%	16.3%	9.5%	13.2%	14.3%	13.0%
		% of Total	.7%	5.1%	1.4%	5.1%	.7%	13.0%
		Count	14	43	21	53	7	138
Total		% within Little support from the SES inhibits curriculum implementation	10.1%	31.2%	15.2%	38.4%	5.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.1%	31.2%	15.2%	38.4%	5.1%	100.0%
		Count	14	43	21	53	7	138

**Table 4.101 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.740 <sup>a</sup>	16	.924
Likelihood Ratio	8.967	16	.915
Linear-by-Linear Association	.965	1	.326
N of Valid Cases	138		

Figure 4.5 shows the distribution of the statements that little support from the SES inhibits curriculum implementation *versus* still experiencing difficulties to implement the NCS



#### 4.4.6 District Education Officials' support is minimal *versus* still experiencing difficulties to implement the NCS

To examine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

H<sub>0</sub>: There is no association between “District Education Officials' support being minimal” and “whether educators still experience difficulties when implementing the NCS or not”

against

H<sub>1</sub>: There is significant association between the two variables.

The level of significance was 0.05

**Test criterion**

Like before, this test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

**Rejecting/accepting the null hypothesis**

The procedure of either rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.040) is less than the level of significance, 0.05.

**Decision**

Since the p-value was less than the level of significance, the researcher rejected the null hypothesis in favour of the alternative at the 0.05 level of significance.

**Conclusion**

Since the researcher has rejected the null hypothesis, the implication was that there was significant association between the two variables. From the subject matter point of view, the researcher concluded that minimal district education officials' support to a great extent affected the implementation of the NCS. (See Tables 102 and Figure 4.6 below):

**Table 4.102 (a) shows the distribution of the statements that District Education Officials' support is minimal *versus* Still experiencing difficulties to implement the NCS**

			Still experiencing difficulties to implement the NCS					Total
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	
District Education Officials' support is minimal	Strongly Disagree	Count	2	0	1	1	0	4
		% within District Education Officials' support is minimal	50.0%	.0%	25.0%	25.0%	.0%	100.0%



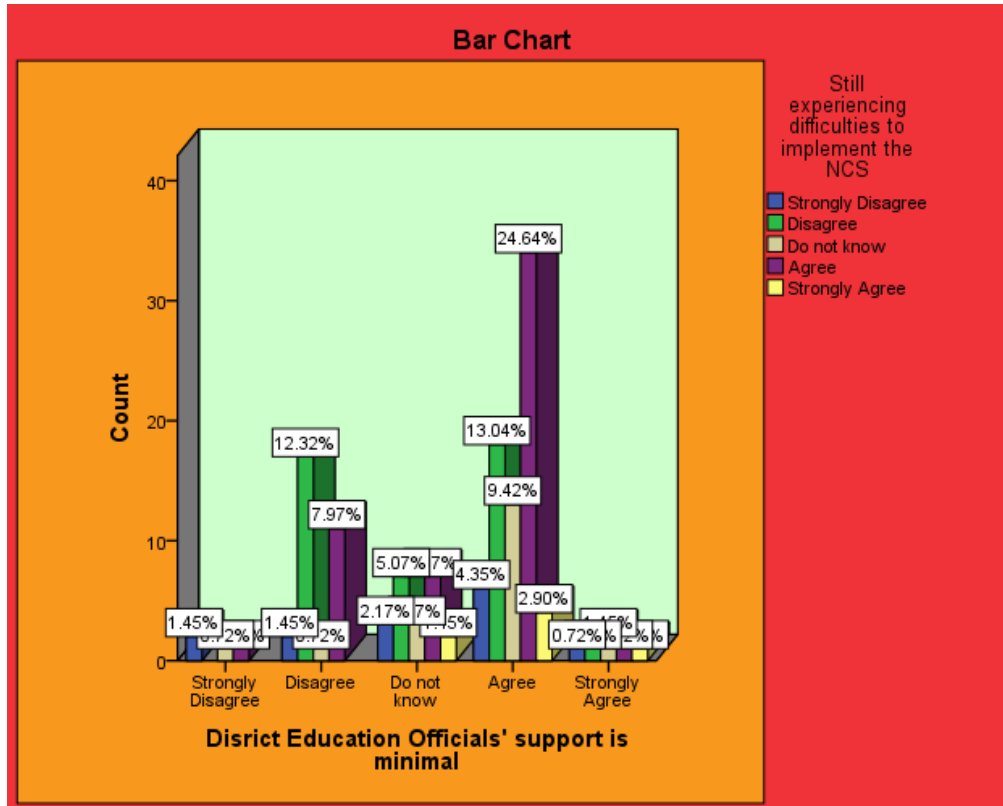
		% within Still experiencing difficulties to implement the NCS	14.3%	.0%	5.0%	1.9%	.0%	2.9%
		% of Total	1.4%	.0%	.7%	.7%	.0%	2.9%
	Disagree	Count	2	17	1	11	0	31
		% within District Education Officials' support is minimal	6.5%	54.8%	3.2%	35.5%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	14.3%	39.5%	5.0%	20.4%	.0%	22.5%
		% of Total	1.4%	12.3%	.7%	8.0%	.0%	22.5%
	Do not know	Count	3	7	3	7	2	22
		% within District Education Officials' support is minimal	13.6%	31.8%	13.6%	31.8%	9.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	21.4%	16.3%	15.0%	13.0%	28.6%	15.9%
		% of Total	2.2%	5.1%	2.2%	5.1%	1.4%	15.9%
	Agree	Count	6	18	13	34	4	75
		% within District Education Officials' support is minimal	8.0%	24.0%	17.3%	45.3%	5.3%	100.0%
		% within Still experiencing difficulties to implement the NCS	42.9%	41.9%	65.0%	63.0%	57.1%	54.3%
		% of Total	4.3%	13.0%	9.4%	24.6%	2.9%	54.3%
	Strongly	Count	1	1	2	1	1	6

	Agree	% within District Education Officials' support is minimal	16.7%	16.7%	33.3%	16.7%	16.7%	100.0%
		% within Still experiencing difficulties to implement the NCS	7.1%	2.3%	10.0%	1.9%	14.3%	4.3%
		% of Total	.7%	.7%	1.4%	.7%	.7%	4.3%
Total		Count	14	43	20	54	7	138
		% within District Education Officials' support is minimal	10.1%	31.2%	14.5%	39.1%	5.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.1%	31.2%	14.5%	39.1%	5.1%	100.0%

**Table 4. 102 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.117 <sup>a</sup>	16	.040
Likelihood Ratio	26.523	16	.047
Linear-by-Linear Association	4.939	1	.026
N of Valid Cases	138		

**Figure 4.6 shows the distribution of the statements that District Education Officials' support is minimal *versus* still experiencing difficulties to implement the NCS**



#### **4.4.7 Curriculum implementation requires involvement by parents *versus* still experiencing difficulties to implement the NCS**

To determine the existence of any association, the researcher constructed the following two hypotheses, namely the null hypothesis and the alternative hypothesis.

H<sub>0</sub>: There is no association between “Curriculum implementation requiring involvement by parents” and “whether educators still experience difficulties when implementing the NCS or not”  
against

H<sub>1</sub>: There is significant association between the two variables.

The level of significance was 0.05

**Test criterion**

Like before, this test is based on the Chi-Square p-value which is obtained from the output of the cross tabulations, which is printed separately as an output.

**Rejecting/accepting the null hypothesis**

The procedure of either rejecting or accepting the null hypothesis is based on the comparison of the observed p-value and the tabulated/prior determined level of significance. In this case the researcher noted that the p-value (0.664) was greater than the level of significance, 0.05.

**Decision**

Since the p-value was greater than the level of significance, the researcher could not reject the null hypothesis in favour of the alternative at the 0.05 level of significance.

**Conclusion**

Since the researcher could not reject the null hypothesis, the implication was that there was no significant association between the two variables. From the subject matter point of view, the researcher concluded that parents’ involvement in curriculum implementation had no influence on the implementation of the NCS. (See Tables 4.103 and Figure 4.7 below):

**Table 4.103 (a) shows the distribution of the statements that curriculum implementation requires involvement by parents *versus* still experiencing difficulties to implement the NCS**

			Still experiencing difficulties to implement the NCS					Total
			Strongly Disagree	Disagree	Do not know	Agree	Strongly Agree	
Curriculum implementation requires involvement by parents	Strongly Disagree	Count	0	2	0	2	0	4
		% within Curriculum implementation requires involvement by parents	.0%	50.0%	.0%	50.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	.0%	4.7%	.0%	3.8%	.0%	2.9%
	% of Total	.0%	1.4%	.0%	1.4%	.0%	2.9%	
	Disagree	Count	0	2	1	0	0	3

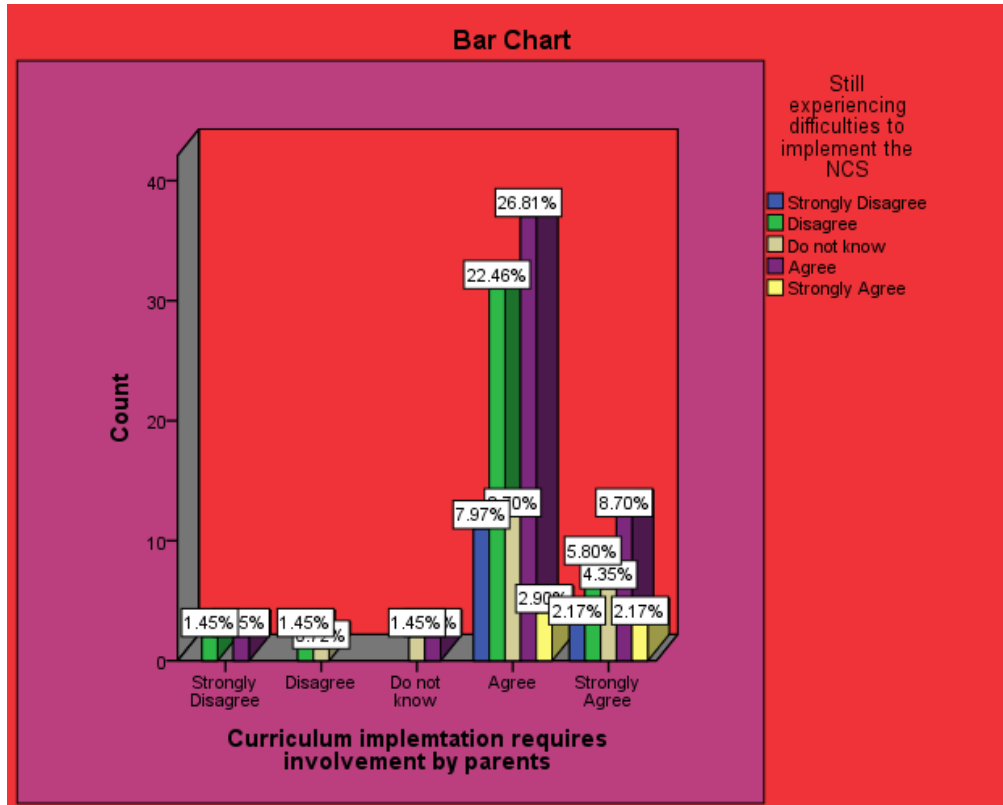
		% within Curriculum implementation requires involvement by parents	0%	66.7%	33.3%	.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	0%	4.7%	4.8%	.0%	.0%	2.2%
		% of Total	.0%	1.4%	.7%	.0%	.0%	2.2%
Do not know		Count	0	0	2	2	0	4
		% within Curriculum implementation requires involvement by parents	0%	.0%	50.0%	50.0%	.0%	100.0%
		% within Still experiencing difficulties to implement the NCS	0%	.0%	9.5%	3.8%	.0%	2.9%
		% of Total	.0%	.0%	1.4%	1.4%	.0%	2.9%
Agree		Count	11	31	12	37	4	95
		% within Curriculum implementation requires involvement by parents	11.6%	32.6%	12.6%	38.9%	4.2%	100.0%
		% within Still experiencing difficulties to implement the NCS	78.6%	72.1%	57.1%	69.8%	57.1%	68.8%
		% of Total	8.0%	22.5%	8.7%	26.8%	2.9%	68.8%
Strongly Agree		Count	3	8	6	12	3	32
		% within Curriculum implementation requires involvement by parents	9.4%	25.0%	18.8%	37.5%	9.4%	100.0%

		% within Still experiencing difficulties to implement the NCS	21.4%	18.6%	28.6%	22.6%	42.9%	23.2%
		% of Total	2.2%	5.8%	4.3%	8.7%	2.2%	23.2%
Total		Count	14	43	21	53	7	138
		% within Curriculum implementation requires involvement by parents	10.1%	31.2%	15.2%	38.4%	5.1%	100.0%
		% within Still experiencing difficulties to implement the NCS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.1%	31.2%	15.2%	38.4%	5.1%	100.0%

**Table 4.103 (b) Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.126 <sup>a</sup>	16	.664
Likelihood Ratio	15.839	16	.464
Linear-by-Linear Association	.362	1	.547
N of Valid Cases	138		

**Figure 4.7 shows the distribution of the statements that curriculum implementation requires involvement by parents *versus* Still experiencing difficulties to implement the NCS**



## 4.5 ANALYSIS OF KEY FINDINGS FROM QUANTITATIVE DATA ANALYSES

From the quantitative data analysis, it transpires that there were some critical findings that were produced from the questionnaires (closed-ended questions). It is vital to discuss them so as to consider some recommendations that could enhance implementation of the NCS. The following is a summary of findings obtained from using a questionnaire (closed-ended questions).

### 4.5.1 Teachers still experience difficulties in implementing the NCS

It is indicated by the majority of the sample in the present study that Intermediate-Phase teachers still experience difficulties in implementing the NCS in their schools (see Table 4.53 and Table

4.72). The above findings are in line with the interest of the researcher who wanted to examine the current status of the implementation of the NCS in schools by Mthatha Intermediate-Phase teachers. The researcher sought to investigate factors that negatively affect implementation of the NCS in schools and to find out how best implementation of the NCS as well as any curriculum implementation could be improved.

#### **4.5.2 Lack of resources**

Lack of resources was advanced by the sample as one of the overwhelming factors that affects them in implementing the NCS in their schools. The resources that were made reference to in the questionnaire were teachers, supporting staff, classrooms, LTSM, furniture, laboratory, library and finance. The findings seem to show that their concern is an inadequate teacher supply by the DoE. This means that there is a shortage of teachers in their schools. It transpired that shortage of teachers is exacerbated by the re-deployment process which seems to be failing to address the shortage of teachers in some schools. Overcrowded classrooms and large numbers of learners were identified as factors that restrict teachers in effectively implementing the NCS. The findings showed that there is an overwhelming high teacher-learner ratio in sampled schools. Over enrolment of learners increases teachers' workload and affects their work rate/performance, as a result of an insufficient number of teachers in sampled schools. The study shows that allocation of subjects to teachers is not based on teachers' qualifications. Teachers teach subjects that they had never studied in their secondary education and pre-service training. This practice could have some negative results on the part of teachers' competence and learners' academic achievements. With regard to classrooms, the results show that there is a shortage of classrooms to accommodate large numbers of learners. In some schools the sampled teachers have no staff rooms. The data shows that in some schools there are still mud structures which pose threats to people's health and lives. The findings indicate that some schools/schoolyards are not firmly secured. The findings in the present study show that LTSM in sampled schools is insufficient. The study also indicates that there are few or no laboratories and libraries in sampled schools, which makes it difficult for both teachers and learners to access quality teaching and learning. The findings show that finances and furniture are still challenges in some sampled schools. It is critical, therefore, that an enabling environment for effective implementation of the NCS in



sampled schools by the DoE and other relevant stakeholders be created. The implementation of effective education requires a collective contribution from the DoE, SMTs, teachers, parents, learners and any interested parties in education.

#### **4.5.3 In-service training of teachers is limited**

A majority of the participants indicated that in-service training of teachers to implement the NCS was limited. This is confirmed by a number of responses that indicated their willingness and desire to attend the in-service training on NCS if they are afforded another opportunity. It is clearly shown by participants' responses that chances of offering NCS training to newly appointed teachers are limited. The results show that the sampled teachers are in dire need of NCS workshops.

#### **4.5.6 Minimal support from the DoE**

In the present study the findings provided by a majority of the sample indicated minimal follow-ups by DoE/SES to monitor whether teachers implement the NCS or not. The results show that DoE/SES seldom visits schools in order to determine what challenges are encountered by teachers. The findings provided above point to the inadequate support by the DoE.

#### **4.5.5 Limited parental involvement**

The findings show that parental involvement is limited in some schools. The literature reviewed spelled out clearly the positive effects of parental involvement in the education of the child. For instance, parent involvement, as mandated by No Child Left Behind, includes the concept of a meaningful partnership consisting of regular communication and parent participation in the development and implementation of a plan for school improvement (Cowan, 2003). In accordance with Myers and Monson's (1992) view, increased parent involvement is a positive initiative because students learn more in schools where parents become more involved and offer support. Their reasons to justify the significance of parental involvement are as follows:

- higher achievement,
- improved school attendance,
- improved student sense of well-being,
- improved student behavior,
- better parent and student perceptions of classroom and school climate,
- better readiness to complete homework,
- higher educational aspirations among students and parents,
- increased educational productivity of the time that parents and students spend together, and
- greater parent satisfaction with teachers (Myers & Monson, 1992:14).

The above cited advantages of parental involvement are supported by Epstein *et al.* (2003) when they contend that parent involvement positively affects students' achievement. The study shows that parental involvement influences the learners' academic performance. The learners' academic performance serves as an indication of effective or ineffective implementation of curriculum. It is therefore critical that intervention programmes to improve parental involvement to schools be made.

#### **4.5.6 SMTs' support**

The study indicated that teachers in sampled schools confirmed that they are supported by their SMTs in implementing the NCS. If SMTs support their teachers, teachers are willing to take the risks necessary to create and deliver new programmes (Ornstein & Hunkins, 2004).

#### **4.6 SUMMARY**

The chapter presented the analysis and interpretation of data based on the responses made by the participants to closed statements in the questionnaire. The use of percentage to express the level of agreement and disagreement was used to interpret the responses of the participants. The tables that were derived from percentages are included as another form of reference to give meaningful interpretations made by the researcher. Cross tabulations were performed in this chapter to attest

the hypotheses formulated by the researcher and to determine the existence of association of variables. The results and charts for the existence of association of variables are also included to form part of data analysis. In this chapter, it surfaced that there are factors that contribute to limited implementation of the NCS in schools as a result teachers (intermediate-phase teachers) experience difficulties in implementing the NCS (see subsections 4.3.4.2 and 4.3.4.21). The following key factors were identified as factors that negatively affect the implementation of the NCS:

- (i) High learner teacher ratio. This means that there is a shortage of teachers in some schools as a result those schools are overcrowded with learners and overloaded with work (see subsections 4.3.2.3; 4.3.2.4; 4.3.2.25 and 4.3.2.26). It emerged that the re-deployment process had an effect on the teacher supply in some schools (see subsection 4.3.2.28).
- (ii) Non availability of or limited resources. The reference was made to laboratory, library, LTSM, furniture, finances and classrooms (see subsections 4.3.2.10; 4.3.2.13; and 4.3.2.19).
- (iii) Subjects are taught by teachers who have no content background knowledge (see subsection 4.3.2.29).
- (iv) Duration of NCS workshop is condemned (see subsection 4.3.4.5). The data shows that teachers are dire need of NCS workshop which is effective and sustainable to empower them in implementing the NCS (4.3.4.10). Newly appointed teachers are not catered for NCS workshops (see subsection 4.3.4.19).
- (v) Support from DoE is minimal in schools (see subsection 4.3.5.1).
- (vi) Parental involvement is limited (see subsection 4.3.6.11).

It is apparent that if the above identified findings are not sufficiently attended, efforts to effectively implement the NCS would not be meaningful achieved in schools.

**The next chapter (Chapter Five) presents the analyses and interpretations of findings on qualitative data to validate the quantitative results.**

## **CHAPTER FIVE**

### **QUALITATIVE DATA ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **5.1 INTRODUCTION**

This chapter will present the findings obtained from open-ended statements in the questionnaires and interviews. This is done to compare the findings of the closed-ended questions of the questionnaires and the interviews, in order to establish meaningful answers to the research questions of this study. Open-ended responses included a summary of various opinions given by participants. Their responses reflect reasons, weaknesses, strengths, problems, and recommendations. The data from interviews was collected face-to-face from the purposeful sample taken from those who participated in the completion of the questionnaires. Maree (2007) describes purposive sampling as the manner in which the participants are selected because of some defining characteristics that make them holders of the data needed for the study and it involves smaller sample sizes. To further justify my statement that the interviewees were purposefully sampled, their biographical data was considered for gaining additional and in-depth meaningful data from them as they teach at the intermediate-phase level in their schools. Tape-recording and note-taking of responses from the participants were done by the researcher during interview sessions. Responses collected through tape-recording were transcribed into text to ensure that an accurate and comprehensive record of the discussions was available for future reference and for data analysis. When transcribing the recorded interviews into written text, care was taken to listen to each of the taped interviews and typing the verbatim statements. When this process was complete, each tape was listened to again checking for possible errors in the transcribed text. All similar responses obtained from the closed-ended statements, notes and tape-recordings were clustered together in appropriate themes as per research questions for easy and meaningful data interpretation. This means that only answers that had the same or related content were placed in each category.

## 5.2 OPEN-ENDED QUESTIONS

The open-ended questions constituted Section C of the questionnaire used to collect data from the sample in the Mthatha Education District. The open-ended questions have offered the researcher an opportunity to explore the variables better and to obtain some idea of the spectrum of possible responses (De Vos, Strydom, Fouche & Delpont, 2002:79). This section asked three questions where the participants were afforded an opportunity to offer their opinions. The questions were as follows:

### 5.2.1 Are you implementing the NCS? If yes, are there any challenges that prohibit you from implementing the NCS? If not, why?

This question was posed to establish the current status of teachers with regard to the implementation of the NCS. The researcher also wanted to investigate factors that prohibit them in implementing the NCS.

**Table 5.1 shows the responses of teachers to the above question:**

Yes	No
78%	22%

78% of the participants in this study indicated that they implemented the NCS in their schools but are experiencing some challenges that disrupt them in implementing it effectively. The other cohort, represented by 22% of the teachers, indicated clearly that they did not implement the NCS. When analysing the data, the researcher established that the responses provided by both groups to Question 3.1 of Section C in the questionnaire are similar in justifying their Yes/No answer. It is crucial to note that there are also similarities of answers to Question 3.2. Due to the similarity of answers and by avoiding duplication as well as voluminous work, answers are clustered and categorised as themes in Table 5.2 and Table 5.3. For those reasons, the interpretation of findings for Question 3.1 and 3.2, especially the similar responses, are discussed together. The researcher has just picked up on findings that are related to the main research question and subsidiary questions. The responses are positioned from greatest to the smallest

frequencies in Tables 5.2 and 5.3. This implies that their responses are rank ordered. This arrangement is chosen to prioritise the attention to be given to the different items.

**Table 5.2 shows responses of participants to Question 3.1 of Section C in the questionnaire for justification of their Yes/No answer:**

<b>Position</b>	<b>Actual answers/responses given by participants to Question 3.1 of Section C in questionnaire</b>	<b>Frequencies (N=148)</b>	<b>Percentages (100%)</b>
1.	Lack of resources including teachers, classrooms, LTSM, finance, furniture, computers, laboratories and libraries	55	37
2	Short and ineffective in-service training provided for teachers	18	12
3	Lot of paper work	15	10
4	Overcrowding of learners	11	7.2
5	Workload such as teaching many learning areas	10	6.5
6	Lack of parental involvement	8	5.1
7	No understanding of NCS by teachers/lack of expertise due to poor capacity of teachers	6	4.3
8	Teacher: learner ratio is not considered	5	3.6
9	Lack of support from DoE/SES	5	3.6
10	Revision of education system now and then or continuous changes in the education system	4	2.9
11	Difficult terminology used	3	2.2
12	Lack of commitment from teachers	3	2.2
13	More subjects/learning areas in intermediate-phase	3	2.2
14	Learners' indiscipline	3	2.2
15	Poor attendance of learners/learner absenteeism	2	1.4
16	Private school are teaching their own curriculum	1	0.7
17	Language of learning and teaching (LOLT) is problem in learners	1	0.7
18	Lack of support from SMTs	1	0.7
19	Lack of relevant qualifications	1	0.7
20	Lack of learners' commitment	1	0.7

### 5.2.2 What do you consider to be the factors that negatively affect the implementation of the NCS?

The objective of posing Question 3.2 in Section C of the questionnaire was to enable the participants to identify the main factors with respect to the main research question and subsidiary questions of the present study. Another objective for asking Question 3.2 was to examine the relevance of literature reviewed in the present study. Their answers are rank ordered to give meaningful data for analysis and interpretation. This implies that the identified factors are arranged in order of greatest frequency to least frequency. On the basis of their responses, it is obvious that there are factors that negatively affect the implementation of the NCS. The majority of the sample identified and provided the following factors as ones that negatively affect the implementation of the NCS. Their responses are shown as themes in Table 5.3.

**Table 5.3 shows the identified factors that negatively affect implementation of the NCS:**

Position	Description of responses/themes	Frequencies (N=148)	Percentages (100%)
1.	Lack of resources	69	46.4
2.	Short and ineffective in-service training provided to teachers	33	22.5
3.	Workload imposed on teachers	14	9.4
4.	Little or no adequate support from DoE	13	8.7
5.	Negative attitudes of teachers	12	8.0
6.	Little or poor parental involvement	9	5.8
7.	Lack of knowledge from SES/Subject advisors	6	4.3
8.	Lack of NCS knowledge by teachers	6	4.3
9.	Overcrowded classrooms	6	4.3
10.	Teacher:learner ratio	6	4.3
11.	School vandalism	4	2.9
12.	Multi-grade teaching	3	2.2
13.	New learning areas/subjects	2	1.4
14.	LOLT	2	1.4
15.	Social factors experienced by learners	2	1.4
16.	Learner absenteeism	2	1.4
17.	Lack of support from SMTs	2	1.4
18.	Geographical location of school	2	1.4
19.	Too many educational changes	1	0.7
20.	Laziness of teachers	1	0.7
21.	Lack of motivation of teachers by DoE	1	0.7
22.	Shortage of qualified teachers	1	0.7

From Tables 5.2 and 5.3, the following findings emerged which answer the research questions posed in the present study. The qualitative results concurred with the pilot results that teachers still experienced difficulties in implementing the NCS and that a lack of resources have a crucial role to the implementation of the NCS.

### **Finding 1: Lack of resources**

It is shown in Table 5.3 that 46.4% of the sample indicated that a lack of resources affect implementation of the NCS negatively. From these results, lack of resources is advanced in Question 3.1 as a major factor that hampers implementation of the NCS (see Table 5.2). The reference that is made to lack of resources in the present study by the participants include:

- under-supply of teachers to schools;
- inadequate and dilapidated classrooms in some schools especially in rural areas;
- LTSM has scanty content to be taught and learnt;
- inequality of schools finances allocation by the DoE;
- shortage and/or unavailability of usable furniture in some schools; and
- few or no computers, laboratories and libraries in some schools.

With regard to teacher supply, one person indicated that “Classrooms are so full of learners that this makes the teacher unable to attend to learners individually.” Teachers are the most important resource in curriculum implementation as they are implementers of any curriculum. This implies that the successful implementation of a curriculum depends on the teachers. A sufficient supply of trained teachers is, therefore, needed if the implementation of the curriculum is to be effective. Dilapidated classrooms make concentration by learners very difficult and thus impose a negative impact on teaching and learning in schools. Poor condition of classrooms could cripple the regular learner attendance as some learners would simply refuse to go to school for safety reasons. Prompt strategies by the DoE for schools faced with abject conditions in classrooms are required to create an enabling curriculum implementation environment.



With respect to the shortage of and content gaps in LTSMs, one of the experienced teachers who is between 40-59 years old and has more than 20 years of teaching experience made the following remarks:

“Textbooks have less content/subject matter compared with the ones we were using during NATED550. There are no laboratories to do experiments, teaching space is limited, and furniture is still a challenge.”

From the above assertion, it is clear that teachers are aware that LTSM is a necessary resource that makes curriculum implementation possible. Colclough *et al.* (2003) make a similar observation that the availability of adequate learning materials is an extremely important condition for the achievement of good quality education. Pretorius (2002:77) argues that the LTSM should be user-friendly, teacher-friendly and learner-centred to ensure integrative, holistic and cross-curricular teaching. LTSM and teaching strategies are interwoven (Pretorius, 2002:81). It is clear from the assertion of Pretorius (2002) that without quality and sufficient LTSM in schools implementation of the NCS is restricted. Efforts to rescue such a situation are highly needed for the benefit of learners.

With respect to school funds, Cohen, Raudensbush, and Ball (2003) contend that schools with limited financial resources tend to perform poorly in relation to schools with greater finances. This assertion indicates that finances are an important resource for schools to enable them to purchase relevant and sufficient teaching and learning aids to create an enabling environment for curriculum implementation. The data shows that access to adequate resources by some schools or teachers is still a challenge and, as such, resources should be considered for any achievement of effective curriculum implementation.

### **Finding 2: Short and irrelevant workshops**

The duration and quality of in-service training is rated as the second factor that limits or prohibits teachers in implementing the NCS (see Tables 5.2 and 5.3). In Table 5.2, 12% of the sample indicated that in-service training/workshops were short and irrelevant while in Table 5.3, 22.5% also mentioned that ineffective and short in-service training hampered the implementation of NCS negatively. The researcher picked up this statement from one of the questionnaires which

reads as follows: “The biggest barrier is the lack of professional training in an adequate period.” Such a statement seems to suggest that the quality of in-service training was ineffective to empower teachers to effectively implement the NCS. Another statement that was picked up by the researcher from the questionnaires reads as follows: “Time for training was too short.” The findings show that the in-service training was too short to afford them the necessary insights and instructional skills to implement the NCS efficiently and effectively. For successful implementation to be realised, in-service training should impact the necessary knowledge and skills to implementers of educational change. Both content and pedagogic knowledge are critical as whoever dares to teach who must also continuously dare to learn (Kisirkoi, 2011). According to Kisirkoi (2011), the teacher should be equipped with knowledge regarding curriculum, educational contexts and purposes of education. The competence of teachers is important for curriculum implementation. This suggests that when curriculum implementation fails, learners are less likely to achieve the anticipated benefits of the chosen curriculum by the country.

### **Finding 3: Teachers’ workload**

As displayed in Table 5.2, a sample of 10% complained about the workload imposed on teachers. They reported that their workload is limiting them in implementing the NCS. They reported that “There is a lot of paper work while teaching many learning areas.” In relation to a lot of paper work they refer to the administrative duties which they also performed especially those who are SMTs and also teaching. With regard to teaching, teachers’ workload is compounded “... by overcrowding of learners who are in excess of the recommended teacher:learner ratio.” This implies that the teacher: learner ratio is not considered in some schools. These findings show that some teachers do not have enough time to render individual attention to deserving learners. That would pose tremendous challenges on teachers’ competencies and, as a result of overcrowded classrooms, learners’ individual attention is also limited. This means that there is an inequality in terms of teacher supply.

Similarly, in Question 3.2, the teacher workload was rated as the third most important factor that impedes the implementation of the NCS. The volume of work is larger than the number of teachers in schools (see Table 4.). In Table 5.3, 9.4% of the sample confirmed that teacher workload is another factor that affects the implementation of the NCS. In their submissions,

teacher workload is attributed to the following instances, "... difficulties in LOLT for learners and teachers, improper teacher:learner ratio, multi-grade teaching, overcrowding of classrooms by learners, and teaching many learning areas." It is reported that "They also teach new learning areas that are composed of difficult terminology." The rationale for saying that they teach new learning areas (DoE, 1997b) could be the fact that they have not done those learning areas in their secondary and tertiary education (see Figure 4.5). According to one of the responses obtained from the questionnaires, "Teacher workload is exacerbated by lack of their knowledge or understanding in implementing the NCS" (see Tables 5.2 and 5.3). A mathematics specialist (Taylor) and member of the Umalusi Assessment Team was quoted in the City Press Newspaper (17 May 2009:5) stating that "... teachers' subject knowledge is poor because they have not been properly trained." Showing the significance of content knowledge in teachers, Light, Cox and Calkins (2009:28) assert that teaching mainly rests in the content of the curriculum and quality of the knowledge the teacher has and controls. Teachers who lack content knowledge and instructional skills will make it very difficult for them to implement the NCS effectively.

#### **Finding 4: Little or no support from the DoE/SES**

It is portrayed in Table 5.2 by 3.6% of the sample that the DoE's support to schools or teachers is not sufficient to capacitate them in implementing the NCS. In Table 5.3, 8.7% of the sample confirmed that no adequate support was provided by the DoE. The participants further state that "Some subject advisors (SES) are not trained in some subjects." The participants contend that there are "... no follow-ups by the DoE after conducting workshops." It could be inferred that the little or no support from the DoE/SES could be as a result of a lack of knowledge from SES/subject advisors in NCS as is claimed by the participants. It is stated by the participants that "SES are not fully equipped about the curriculum, instead they interpret what is there in the policy." The researcher had also picked up some statements in questionnaires such as this one which reads as follows, "Subject specialists know nothing about NCS, they ask everything from educators but they are known to be the best by the DoE. There must be follow-ups to check whether everything is running smooth." The follow-ups suggested by the participants are in line with 'the roles of SES in school support stated in the Provincial Curriculum Guidelines (PCG) No. 5 (2005:6) that:

- SES/subject advisors develop monthly and weekly itineraries for school support visits;
- visit and support teachers;
- mentor, support and guide teachers in identified areas of need; and
- monitor implementation of changes in practice by teachers.

The suggestions provided by participants are also supported by Heystek, Roos and Middlewood (2005:135) when they state that "... for a development programme to be successful there must be support and follow-up for the trainees after initial training was completed." It is further argued that lack of this support is one of the main reasons why development and especially training do not have the predicted positive results (Heystek *et al.*, 2005:135).

The responses of participants indicate that the SES/subject advisors do not conduct follow-ups to monitor implementation of the NCS. In situations like the above where SES are not monitoring and providing essential support, it will be difficult to know whether the curriculum is being effectively implemented or not.

It is further identified from the questionnaires that the SES/subject advisors have failed to date to impart the needed knowledge and skills to teachers during in-service sessions. The comment is put as follows by one of the participants, "SES/subject advisors want information from us, teachers end up confused, when it comes to results the blame is put on teachers by the DoE. Facilitators who conducted NCS workshops lacked NCS knowledge. It is clear that SES had not received enough training."

From the above assertion, it is apparent to teachers that some SES/subject advisors do not have sufficient knowledge and skills to support teachers in enhancing curriculum implementation. To conclude, some teachers in the sample suggested, in the words of one, that "The in-service training should be an on-going practice for both SES and themselves." Staff training is critical for success because it provides the knowledge and skills needed to implement the programme. This implies that strong support from the DoE is vital to enabling teachers to implement the curriculum.

### **Finding 5: Negative attitudes of teachers on curriculum implementation**

The literature reviewed showed that teachers' attitudes play a crucial role in curriculum implementation. Attitudes of teachers were identified as one of the factors that have an impact on curriculum implementation. In Table 5.3, 8.0% of the sample indicated that the negative attitudes of teachers affect the implementation of the NCS. Strategies to improve teachers' attitudes in implementing curriculum are needed.

### **Finding 6: Little or poor parental involvement**

A sample of 5.1% indicated that little/poor parental involvement limits them in implementing the NCS in their schools (see Table 5.2). In Table 5.3, 5.8% of the sample reported that poor parental involvement to support their children in homework affects implementation of the NCS negatively. The little parental involvement could be a lack of NCS knowledge among parents as they were not exposed to it during their schooling time. According to Epstein (2001), parents who are informed and involved in their children's school can positively impact their children's attitudes and performance. Importantly, Epstein's (2001) research shows that parental involvement can have a positive impact on student's academic work at all grade levels. It is apparent that parental involvement in their children's formal schooling is vital for learners' academic success. Parents who provide resources and assistance for their children at home and school are more likely to have an effect on students' academic progress (Epstein, 2001). Henderson and Berla (1994) found that the most accurate predictors of student success in school were the ability of the family, along with the help and support of school personnel, to:

- (a) create a positive home learning environment,
- (b) communicate high but realistic expectations for their children's school performance and future careers, and
- (c) become involved in their children's schooling.

It is further reiterated by Henderson and Berla (1994:1) that "... when schools work together with families to support learning, children tend to succeed not just in school, but throughout life." This observation of Henderson and Berla (1994) is incorporated in a statement made by Burton and Brundrett (2005). Burton and Brundrett (2005:115) put it in this way, "Schooling should be

a partnership activity and if involvement in school can be encouraged so that parents and teachers can be working to the same goals, then everyone, especially the pupils, will benefit.”

### 5.2.3 How to overcome those factors mentioned in Question 3.2 of Section C in the questionnaire?

This question was asked in the questionnaire to gain insight from participants on the recommendations that they proposed that could facilitate the successful implementation of the NCS and any curriculum for that matter. There were numerous responses suggested by the participants that could be implemented to overcome the factors mentioned in Question 3.3 in Section C of the questionnaire. As such, their responses are merely listed and summarised in Table 5.4. The similar answers are rank-ordered according to how many of the participants shared similar responses to least given discrepancies of their responses.

**Table 5.4: The distribution of responses of participants on how to overcome factors that negatively affect implementation of the NCS:**

Position	Description of responses/themes	Frequencies (No. of participants=148)	Percentages (100%)
1.	Provision of adequate and relevant resources to all schools by DoE. By implementing 1:35 teacher: learner ratio for FET band and 1:40 for GET band, employing adequate teacher and support staff, reducing teacher workload from too much paper work to multi-grade teaching, providing enough prescribed textbooks with meaningful content, providing furniture, and building durable classrooms.	75	50.6
2.	DoE should offer on a regular basis effective and efficient in-service training to teachers. Proper training of SES, proper monitoring of curriculum implementation, regular school visit/follow-ups after workshops, exposure of teachers to intensive training on newly introduced learning areas such as Life Orientation, Technology, EMS and Arts and Culture so that every teacher would be afforded an opportunity to teach learning areas about which they have background knowledge.	43	29.3

3.	DoE should offer quality support to teachers as well as motivate them.	14	9.3
4.	Strategies to improve parental involvement should be exercised.	9	5.8
5.	Strategies to improve teachers' attitudes should be undertaken by the DoE.	6	4.3
6.	There should be proper management and the provision of adequate support by the SMTs, including motivating teachers.	1	0.7

From the above responses, the general view seems to indicate the importance of support by the DoE to teachers. This implies that support by the DoE is critical and without teachers could struggle to implement the NCS in a meaningful way. Therefore, the role of the Education District Officials in supporting the teachers to execute the implementation of NCS is very crucial.

The next analyses are based on questions asked during interviews to help answer the main research question and subsidiary questions of the present study.

### **5.3 INTERVIEWS**

There were 14 questions that were prepared and asked to 10 Intermediate-phase teachers of Mthatha schools. The questions that were formulated were based on the research questions. The first part in this section of interviews presents themes followed by questions asked in the interview schedule guide that are in line with the main research and subsidiary questions. The second part of this section is the analysis and interpretation of findings.

#### **5.3.1 Factors affecting the implementation of the NCS negatively in your school**

Participants (interviewees) were asked to respond to the question, “*What factors negatively affect them in implementing the NCS in their school?*”

The above question was asked to gain responses to the main research question of the present study and to establish similarities and discrepancies in responses provided to the Question 3.2 in Section C of the questionnaire administered to the sample. Numerous answers were given by

interviewees to the first question of the interviews. The identified factors provided by the interviews as answers to Question 4.1 are presented as follows:

#### 5.3.1.1 Lack of resources

All the interviewed teachers confirmed that lack of resources is a major factor that affects the implementation of curriculum in schools. When the interviewees referred to lack of resources, study they refer to the following:

- under-supply of teachers to schools;
- inadequate and dilapidated classrooms in some schools especially in rural areas;
- LTSM have scanty content to be taught and learnt;
- inequality of schools' finance allocation by the DoE;
- shortage and/or non-availability of usable furniture in some schools; and
- few or no computers, laboratories and libraries in some schools.

The researcher conducted all the interviews in schools. From the collected data, the results show that in some schools learners and teachers are struggling to access adequate knowledge and skills due to the unavailability or shortage of resources. The findings seem to indicate that there are inequalities in resource provision by the DoE. Unavailability or shortage of resources could hamper the potential of teachers and learners in achieving quality teaching and learning. The reviewed literature showed that resources are a necessity for successful curriculum implementation. Seven out of ten teachers who were interviewed identified that a shortage of teachers in their schools exists as a main concern. The high learner:teacher ratio was attributed to unequal distribution of teacher supply to schools by the DoE.

Out of the ten teachers who were interviewed, six teachers expressed that, "The learner:teacher ratio is awkward as result of teacher supply to schools by the DoE." It was concluded by the seven teachers that, "The implication for high learner: teacher ratio minimises the possibilities of paying individual attention to the pupils." Van der Berg and Louw (2008:56) assert that the teacher:learner ratio in schools in SA should be 1:36. It was observed in six of the schools that



were visited during interviews sessions that a teacher is faced with 60 to 73 learners in a classroom. The research results indicate that there is a lack of conformity to the specified teacher learner ratio by the DoE in some schools. These findings during interviews in the sampled schools were verified and confirmed in learner attendance registers and mark schedules that were observed by the researcher to verify teachers' contentions that they were unable to implement the NCS in their schools due to astronomically large classes which are difficult to manage. 60 to 70 learners were congested or packed into one classroom.

It is evident that, in this situation, it is difficult for the teacher to have the space to move about during teaching and learning time. Not all students have the same academic ability. There are learners who need more individual attention than others for them to be able to benefit from the teaching in the classroom. In the case of an overcrowded classroom, those learners might not get the necessary assistance they need. Similarly, teachers would not be able to have one-on-one time with the students who need help. In the prevailing conditions such as these where there are 60 to 73 learners in a classroom, the chances of effective implementation of the NCS is limited. The numbers of learners are far too many to be accommodated in one classroom and then expect effective curriculum implementation to happen.

It is also more laborious or more time consuming on the part of teachers who teach more than one subject in a grade when it comes to marking, commenting on and recording the individual learners' tasks. Teachers highlighted their concern about teaching more than one subject per grade. For example, Ace (pseudonym) said that he teaches three subjects in Grades 4, 5 and 6. He said, "I am teaching Mathematics, Natural Science and Arts and Culture in Grades 4, 5 and 6." He added, "I am also expected to participate in school committees and other extra-curricular activities." Lily and Botie (pseudonyms) expressed the view that "An excessive work load limits teachers in implementing the NCS and is exacerbated by too much paper work. Contact time with learners is limited as a result of too much paper work." In such conditions, it is clear that implementation of the NCS is negatively affected. King (pseudonym) indicated that "Paper work is voluminous."

Mara asserts that “The condition of infrastructure handicaps teachers in implementing the NCS.” Some schools have dilapidated classrooms which put the lives of teachers and learners at stake because of their serious state of disrepair.

Bruce argued that, “The content of textbooks is not user-friendly for their learners in rural areas.” Bruce reiterated, “There are lot of assessment tasks than what should be learnt by learners and what should be taught by teachers.” From my observations during the interview sessions, all the schools visited had no libraries and laboratories. These findings confirmed the data derived from the questionnaires in relation to the availability of libraries and laboratories in their schools.

Under these conditions, it is evident that even the most able teachers would not be able to effectively implement the NCS. Textbooks are critical to interpret and present sound knowledge and skills. Taylor, Muller and Vinjevoold (2003) regard textbooks as reading materials which are significant resources for South African children’s reading and writing development. A good textbook should have organised content with examples and activities to enhance teaching and learning. Libraries and laboratories are necessary to enhance teaching and learning too.

Burton and Brundrett (2005:119) argued that all educational activities within a school are dependent upon the availability of financial resources. Five of the interviewed teachers showed their dissatisfaction with regard to their schools’ financial status. They said, “Parents of children whom we are teaching are not working. When you order them to bring any teaching or learning aid, they fail to comply. It is impossible for the available finances that our school has to cater for all of our learners with the needed learning and teaching material. A clear example a school could not afford to make daily print-outs for all of our learners out of the available funds not unless our school is allocated more funds or is supplemented with those teaching and learning materials.” These concerns are confirmed by Burton and Brundrett (2005:150) when they reflect on the cost of resourcing the reforms that are required which is challenging although the government indicates that they have provided sufficient funding to implement the reforms. Burton and Brundrett (2005:150) indicate that a majority of teachers feel that there is insufficient funding to undertake the major change that is required in the ways that schools function.

To summarise the findings documented in response to a lack of resources, there is still no equality in access to resources in some Mthatha schools. Teachers and learners require a clean, well-resourced environment which offers them a greater possibility of quality teaching and learning. Efforts from the DoE to address the shortage or lack of resources are required to enhance the conditions in affected schools.

#### 5.3.1.2 Ineffective in-service training/workshops

The duration of workshops was identified as another factor that negatively affects the implementation of the NCS. All of the interviewed teachers claim that “The duration of workshops was short.” All of the interviewed teachers further cited that, “Inadequate training of teachers is attributed to the duration of those workshops.” They indicated that, “We need more training and workshops.” It is clear from their responses that the workshops that they have attended might have not imparted positively towards the capacity building of teachers in a meaningful manner. Directly or indirectly, the above given opinions by interviewees show that limited support from the DoE cripples the implementation of the NCS.

The findings seem to show that teachers lack access to organised, effective, continuous teacher professional development. The results reveal that teacher preparation which is one of necessary conditions for effective curriculum implementation is still a challenge. The DoE is responsible for ensuring that teachers are afforded an opportunity to attend well organised workshops that will capacitate them effectively to implement the NCS.

#### 5.3.1.3 Lack of parental involvement

The role played by the parents in the education of the children was condemned by the interviewed teachers. Bonita and Mzu (pseudonyms) criticised parental involvement by stating that, “Participation of parents to the education of their children is limited. For instance, when you assigned learners the homework to be performed at home under the supervision of parents, learners come back to school without having done those tasks or some are incompletely done.” Such a state of affairs shows that those learners are not monitored by their parents in doing their

school work. The study shows that there are some parents who are not supporting their children in schoolwork and this could paralyse the implementation of the NCS in those schools. Most interviewed teachers shared the following experiences about the reasons for lack of parental involvement in education, “Most of the current learners’ parents do not have background knowledge of the newly introduced subjects such as Technology, Life Orientation, and EMS; some parents do not see a reason to assist their children and they consider that education of their children is the teacher’s role.” Programmes and/or strategies that could rescue such conditions in those schools need to be developed and implemented.

#### 5.3.1.4 Negative attitude of teachers

Research shows that attitudes of teachers play a vital role in curriculum implementation. Guava (pseudonym) said, “Negative attitude of teachers is a factor that negatively affects implementation of the NCS.” Strategies to improve teachers’ attitudes are crucial to create an enabling environment for effective curriculum implementation.

These results clearly demonstrate that there are factors that restrict implementation of the NCS in some schools. It is therefore crucial that the DoE should foster measures to rescue the situation if it wants to realise its goal of educational change in all South African schools.

#### 5.3.1.5 Support from the SMTs

When participants were asked about their SMTs’ support in implementing the NCS, none of them had cited lack of support from their SMTs. All participants in the present study confirmed that their SMTs are supportive of them in implementing the NCS. The findings show that sampled teachers who responded to the survey and interviews were satisfied with support offered by their SMTs.

### 5.3.2 Strategies proposed by participants to improve the implementation of NCS

The researcher sought from the participants what strategies do they propose to improve the implementation of NCS? In answering the above question, the responses provided by the interviewed teachers tended to be similar to responses illustrated in Table 5.3. This means that the narratives of the sample provided to Question 3.3 of the questionnaire in Section C, confirmed the answers given to Question 4.2 in interviews. The responses of the interviewees that were captured by the researcher to answer the above question are presented and summarised in line with the findings given in 5.3.1.

#### 5.3.2.1 Lack of resources

It was suggested by the sample that provision of adequate and relevant resources to all schools by the DoE should be urgently considered. The responses from the sample on how the DoE could address the challenge of lack of resources are illustrated as follows:

- *By employing adequate teachers in order to implement a 1:35 teacher: learner ratio for FET band and 1:40 for GET band, as a result of which the teacher workload from too much paper work and multi-grade teaching would be reduced to a certain degree; in this regard a change of Peter Morkel's model of teacher: learner ratio into subject-pupil teacher ratio is required;*
- *By employing support staff in order to free teachers from administrative loads;*
- *By providing enough prescribed textbooks with meaningful content to all schools;*
- *By allocating sufficient funds on time so that schools could purchase relevant teaching and learning aids;*
- *By providing adequate furniture; and*
- *By building durable and sufficient libraries, laboratories and classrooms for all schools.*

From the above data such concerted efforts are seen as a means to create an enabling environment for effective curriculum implementation in schools.

#### 5.3.2.2 Support from Department of Education (DoE)

The DoE should offer on a regular basis effective and efficient in-service training to teachers and SES. The sample indicated that there is a need for “Proper training of SES so that they are better able to monitor the implementation of NCS or any curriculum implementation.” The interviewees further suggested that “regular school visits/follow-ups after workshops are essential to help teachers better understand the curriculum in their classroom settings.”

The interviewees expressed the opinion that there should be “Exposure of teachers to intensive training on newly introduced learning areas, such as Life Orientation, Technology, EMS and Arts and Culture, so that the subject teachers would be afforded the opportunity to teach learning areas with which they have background knowledge.” The data indicates that the DoE should offer quality support to teachers so that they do not feel disempowered in implementing the NCS or any curriculum in their schools. According to Carnoy (2008:27), Brazil and Chile’s curriculum frameworks are weakly coupled to actual school practice because there is no supervisory assistance to ensure that the reforms are being implemented as anticipated in the reform programme. It is cited by Carnoy (2008: 27) that Ministry reforms and the national curriculum in Cuba are tightly linked to teacher education and professional development. It is further elucidated by Carnoy (2008: 27) that in China teacher education and professional development are both run directly by the Ministry and focus on training teachers to deliver the national curriculum effectively.

#### 5.3.2.3 Strategies to improve parental involvement

It was cited by the sample that, “strategies to improve parental involvement should be exercised.” The interviewees’ remark seems to suggest that where there is sound and quality parental involvement in schools, learners and teachers are likely to benefit.

#### 5.3.2.4 Support programmes to improve teachers' attitudes

The sample indicated that “Support programmes to improve teachers’ attitudes to be positive should be done by the DoE.” The data in the present study shows that the DoE is responsible for encouraging its teachers to implement the NCS. This could be done by means of conducting the needs analysis of teachers to ascertain what strategies could be employed and how best could they be developed in attaining positive attitudes to implement the NCS.

#### 5.3.2.5 Proper management and provision of adequate support by (SMTs)

The reviewed literature in the present study confirmed that strong and supportive leadership is a necessary condition for a culture conducive to learning and teaching in schools. When teachers are motivated, their morale is enhanced. The interviewees commented that, “Proper management and provision of adequate support by SMTs as well as motivation of their teachers should be pursued.”

### **5.3.3 How comfortable are you in implementing the NCS?**

This question was posed by the researcher to interviewees to compare their responses with the one provided in the questionnaire where they were required to show their current status with regard to NCS implementation. The statement was framed as follows: *I am still experiencing difficulties in implementing the NCS.*

In response to this question which sought to find their current status with regard to their curriculum implementation, the following data was listed as follows:

- *Not much comfortable but I am trying to implement the NCS in the classroom.*
- *Not much. I hope in time. I will get grip of the curriculum.*
- *I am not comfortable at all although I am implementing it.*
- *Not much.*
- *I am more comfortable.*

- *Not much.*
- *I am comfortable but I'm still having a problem on involving learners as they don't participate.*
- *Not comfortable because I don't have enough resources.*
- *In my community, you can be a facilitator to a certain extent, the learners rely on teachers for information, and therefore I am not comfortable.*
- *I am not comfortable.*

The above results show that the majority of teachers (80%) are not comfortable in implementing the NCS. These results confirm those obtained from the questionnaire. These findings confirm that Intermediate-Phase teachers in schools are experiencing difficulties in implementing the NCS. The repercussions of their current status in implementation of the NCS could have some bearing on the Grade 12 matriculation results. The results clearly demonstrate that the chances of effective implementation of the NCS are limited in those schools with teachers who are not well versed with the requirements of the NCS. It is, therefore, crucial that serious consideration be given by the DoE to enhance teachers' capacity in implementing the NCS in schools.

#### **5.3.4 Proposed suggestions to overcome teachers' workload in schools that are affected by staff establishment**

The participants were asked to answer the following question. What suggestion(s) do you propose for overcoming work overload in schools which are negatively affected by the size of their staff establishment?

As it was confirmed by the findings, both quantitatively and qualitatively, that teachers are faced with excessive teacher workload, the researcher asked this question to the sample to access their opinions and experiences in overcoming the overload in their schools. All of the interviewed teachers reported that the DoE must employ more teachers and support staff for schools. They said, "More teachers should be employed by the DoE. The DoE should review Peter Morkel's model of teacher-learner ratio according to the number of subjects offered in schools. Since the



start of NCS, the number of subjects increased to nine. This is a lot of work to understaffed teaching personnel. I will suggest that the learner teacher ratio be decreased to 1:25.”

### **5.3.5 Mechanisms in place to support that SMT and teachers are implementing the NCS**

The researcher asked the participants to show mechanisms that are in place to ensure that their SMTs implement the NCS. The following question was asked: What mechanisms are in place that could support you in stating that your SMT and yourself are implementing the NCS?

All the interviewees were asked for their opinion with respect to the role of their SMTs. The intention was to enable them to answer with their personal views and experiences. The answers provided by the total sample in response to the above question indicates that SMTs are doing their duty in ensuring that systems are in place to monitor teaching and learning in their schools. This implies that the SMTs are responsible for the work which they are charged to perform.

- *Class visits are done, school based moderations are done and during IQMS we go to classes and teach in front of IQMS committee.*
- *Pass of the learners is increasing. School resources are utilised adequately.*
- *Controlled tests and supervision are practised.*
- *IQMS implementation, class visits and feedback to teachers and support is given to teachers.*
- *They check: learning programme, work schedule, lesson plan, teacher’s portfolio and learner’s portfolio.*
- *Planning, recording sheets and assessment are performed at school levels.*
- *We get regular class visits by the SMT. We submit teachers and learners’ portfolios required to SMTs for CASS moderations twice a year.*
- *The HOD and the deputy-principal check teachers’ work quarterly.*

The data affirms that their SMTs are supportive of the teachers’ efforts in implementing the NCS. The research indicated that principal support is necessary for successful school reform

implementation. According to Desimone (2002), supportive principals encourage their staff, organise resources for the school, and show confidence in the abilities of their teachers. By so doing, teachers feel motivated and eager to perform more effectively in their school work.

### **5.3.6 Advices proposed by the participants to help improve SMT's leadership in as far as curriculum management is concerned**

The participants were probed to voice out their opinion with regard to what can improve the SMT's leadership in managing implementation of NCS in their schools. The following question was asked to the participants by the researcher. What advice do you propose to help improve SMT's leadership as far as curriculum management is concerned? The question was intended to access programmes or strategies that would enhance the leadership of SMTs to manage the curriculum in schools. The data presented is an indication that a great majority of the sample is aware of curriculum management:

- *They must ensure that they check that teachers are teaching by doing class visit. They must encourage and support those who have some problems.*
- *Organise more workshops for the purpose of sharing experiences, teaching strategies and learning content.*
- *Helping everybody who needs educational help.*
- *The SMTs should make sure that each learning area has its own head of curriculum to check the current status of the NCS implementation.*
- *Each province should hold meetings for SMT twice a year.*

Their responses seem to suggest that support and knowledge of curriculum management by SMTs are critical aspects for effective curriculum implementation. Briggs and Sommefeldt (2006:83) affirm the statement that SMTs are key components of curriculum management. The SMTs should have a view of the whole curriculum (Briggs & Sommefeldt, 2006). The assertion of Briggs and Sommefeldt (2006) encourages SMTs to take the lead in curriculum implementation as it is one of the DoE's policies which they are charged to support and implement for the benefit of learners. This means that the SMTs should be accountable and

commit themselves to support the implementation of the curriculum as it is one of non-negotiable tasks for every teacher, including SMT members to perform effectively. Failure to manage the curriculum by SMTs paralyses the curriculum implementation in schools. According to Fullan (2007) as to how SMTs could manage the curriculum so that it does not fail, SMTs should identify factors relating to achieving success in delivering the curriculum and develop appropriate action programmes in the light of acquired knowledge.

### **5.3.7 Ways of SMTs in providing teachers with educational support**

The participants were asked to reflect on ways that show that their SMTs are providing them (teachers) with educational support to effectively implement the NCS. The following question was posed to the participants: In what ways does your SMT provide you with educational support? In response to this question the following comments were made by the sample:

- *They moderate our files and assist us where they noticed problems. They workshop us on planning.*
- *Monitoring of school resources. An advice is given when necessary.*
- *Class visits and group discussions are done at our schools.*
- *SMTs ensure that LTSM is ordered in good time. SMTs also ensure that mini workshops are conducted internally.*
- *Controlled tests and supervision.*
- *We get regular feedback from our SMT. The SMTs ensure that learners do participate in cluster competitions such as reading, drama, etc.*
- *Weekly staff meetings, end of term and end of year meetings are conducted.*

The above data proves that supervision and monitoring of teaching and learning activities by the SMTs are performed in the sampled schools involved in this study and it would be a good practice if this exercise is applicable to all South African schools. The above given responses by the interviewees affirm that there is effective leadership in some Mthatha schools. Bubb and Early (2004) argue that effective leaders and managers are seen by the following activities, some of which have been cited by the interviewees. Effective SMTs:

- manage the culture by creating a climate in which teachers can work together productively,
- manage the staff by implementing effective policies and procedures which ensure that highly competent people are recruited, deployed, trained and developed,
- manage the working environment by investing in it to make it a place where staff and learners feel able to work hard and are motivated to do so, and
- manage change by harnessing the energies of the workforce to plan for and introduce changes that lead to better teaching and higher standards (Bubb & Early, 2004:112).

It is cited by Bubb and Early that ineffective management generates stress for teachers. Van der Berg and Louw (2008: 55) concur with Bubb and Early (2004) by asserting that a good teacher is likely to be limited by how he or she is managed in his/her school of employment. In cases where there is stress in teachers, their work rate or work performance is adversely affected. This implies that the core business (implementation of curriculum) is negatively impacted. From these assertions, it can be confirmed that the management style of SMTs has an influence on teachers' performance. It is crucial that SMTs should be careful how they manage their schools for the realisation of the effective implementation of the DoE's policies.

### **5.3.8 Consultation of SES by teachers when experiencing problems related to their learning area/subject**

The following question was asked to assess the extent to which teachers get support from their SES. When you have problems related to your learning area/subject, how often do you consult SES? In response to this question a great majority of interviewees gave the following answers:

- *I do contact them but not often because they do not come regularly to our school. I met them during moderation and when they visited our school.*
- *We do contact them during moderations.*
- *I do not do consultations with SES.*
- *I often consult my SES, but not getting enough help.*
- *No.*

- *I do not consult facilitators instead I consult other teachers, or consult teachers from neighbouring schools.*
- *Hardly never.*
- *I have consulted my SES twice ever since the start of NCS. I usually consult my colleagues in the cluster.*

The above responses provide evidence that the majority of the sample do not consult their SES; instead they rather consult their colleagues in their schools or in neighbouring schools for assistance in relation to problems being encountered in subjects they teach. From these results some teachers' responses indicate that, even if they consult the SES, there is no adequate professional support received from SES that would enable them to better implement the NCS. According to the responses given by the cohort of interviewees who consulted the SES seeking support, it is clearly shown that their interaction with teachers has been insufficiently effective in enabling them to improve in implementing the NCS. These results confirm that SES themselves deserve to be offered some workshops on implementation of the NCS by the DoE to monitor and support teachers effectively in implementing the NCS. By exposing SES to NCS workshops, the findings seem to suggest that they would be afforded an opportunity to access requisite knowledge and relevant instructional skills in empowering teachers to effectively implement the NCS.

### **5.3.9 Follow-ups by the SES or facilitators of the NCS workshops to schools**

The researcher was interested to observe the extent of support rendered by the SES or facilitators of NCS workshops in teachers. The participants were offered an opportunity to reflect on the quality of support in terms of follow-ups whether SES or facilitators of NCS conduct in schools. The participants were asked this question. After an in-service training in your district, do your facilitators (SES) visit your school to ensure that teachers are implementing the NCS?

The responses of the interviewees are illustrated as follows to show the current practices by the SES with regard to monitoring the implementation of the NCS in schools:

- *They come but they do not come regularly, you can see them once in a year.*
- *Not at all. In-service training is important because teachers need to be equipped with the necessary skills and relevant information. Unfortunately it is conducted by people who seem to lack knowledge.*
- *They do not visit us to check progress of curriculum implementation.*
- *Yes, they come.*
- *No, they only visit when it is convenient for them. Instead of them helping educators or showing them what is expected, they shout at educators.*
- *No, they do not visit schools.*
- *No, facilitators do not visit our schools. We do our best to implement NCS without supervision or assistance from facilitators.*
- *No.*
- *They visited our school once. They complain that the government does not have enough transport to visit us.*

The above highlighted findings show that teachers are left to sink or swim by the DoE when it comes to the implementation of the NCS. 60% of the sample indicated that the SES does not visit them to examine whether teachers are implementing the NCS or not. These results show that the SES/DoE does not establish if teachers are experiencing any difficulties and nor does it render any necessary support to teachers. The other cohort of the sample who confirmed visits by the SES/DoEO said that those visits are not fruitful enough to empower them to effectively implement the NCS. Their response shows that teachers need support of the Education District Officials to be able to execute the implementation of the NCS. The role of the Education District Officials in supporting the teachers to execute this function is very critical. From these findings, the picture emerging is that the SES/DoE is failing teachers in implementing the NCS effectively. These findings seem to suggest that teachers at different levels may need different levels of implementation assistance when instituting curriculum reform in their classrooms. It is, therefore, critical for the SES/DoE to ensure that follow-ups are conducted in schools as regularly as possible in order to offer appropriate capacity-building to teachers. Findings reported in this study show that the general impression is that the SES/DoE does not monitor the implementation

of policies such as NCS as their personnel do not regularly visit the schools. This means that teachers are left sink or swim.

### **5.3.10 The strengths and weaknesses of in-service training**

The interviewees were asked to respond to the question pertaining to the strengths and weaknesses of the in-service training that they have attended. The question was formulated in this way. What did you consider to be the main strengths and weaknesses of the in-service training you have attended?

The interviewees confirmed the responses in the questionnaire where they supported that implementation of the NCS require teachers who have attended the in-service training on NCS. The interviewees showed that they were helped to design lesson plans by the NCS facilitators and acquired some appropriate skills needed in their classrooms. This implies that some teachers who attended NCS in-service training did benefit from those NCS workshops. Two participants had this to say about the effects of the NCS workshops. One of them said, *“I know how to develop or design learning programmes, work schedules, and lesson plans. The performance level of schools is standardised. Teachers are equipped with necessary skills which make learning more effective.”* Another one affirmed thus: *“It was fruitful, and I gained new ideas.”* Another interviewee indicated thus: *“I saw dedicated teachers who are keen to know more on curriculum.”*

Despite the above positive remarks about the effects of in-service training, a majority of the participants (60%) expressed negative experiences about the weaknesses of the in-service training. These participants indicated that they did not benefit from the facilitators of the NCS workshops. Some participants judged the in-service training as an abuse as they expected to be provided with knowledge, skills and materials; instead, the facilitators asked them how to implement the NCS and expected them to provide answers on their own. Some felt that it wasted tuition time as learners had to be left unattended or be disallowed to attend classes in some schools that had teacher shortages in particular. The following remarks were captured:

- *The facilitators were not sure about what they do. They do not monitor and support us. They do not call us on time to attend these workshops.*
- *The developers do not have information.*
- *It was conducted for short time meaning that work of a whole year was done out of four to five days.*
- *There was no clear subject content.*
- *Leave schools with learners unattended.*
- *It was too short.*
- *Facilitators have not been trained enough.*
- *The content is not enough for teachers who are trained while at the same time expected to be at work teaching.*
- *Late arrival of the facilitators during service training due to transport. Some facilitators know nothing about the subjects.*

From these comments it is clear that there was a content gap amongst the NCS facilitators. The duration of the NCS in-service training is also condemned by those who attended as being too short to afford them an opportunity to acquire the necessary knowledge and skills that would enable them to implement the NCS effectively. It is crucial that the facilitators be knowledgeable about what they are imparting to teachers so that teachers benefit and are able to translate the training into their classroom practices.

### **5.3.11 Impact of in-service training**

The impact of in-service training was asked to the participants to assess whether the in-service training were meaningful to enable them implement the NCS effectively. The following question was asked: Were you adequately prepared by the in-service training to effectively implement the NCS?

The data from the interviewees after having attended the in-service training is reflected below:

- *Yes, I am well prepared for effective implementation of the NCS.*



- *Not really. In-service training was too short.*
- *No because the time was too short, scarcity of resources. People who are not sure about the curriculum.*
- *No, the time for training is too short.*
- *Yes! But it is not enough. More time should be given to train teachers not 3-5 days.*
- *Yes.*
- *No. What those SES or facilitators do is showing us how to do lesson plans. We form groups and take turns to present the lesson plans. Teachers are encouraged to plan together so as to enhance integration.*
- *Yes.*
- *The in-service has tried to prepare me in terms of theory, but on my side it is difficult to implement due to lack of resources, e.g. my school does not have Science Laboratory.*

The majority of responses from the participants showed dissatisfaction with regard to the impact of the in-service training in enhancing them to implement the NCS effectively.

In contrast to the above negative responses about the impact of in-service training, one participant who claimed that she benefited from the in-service training said, *“Yes, I am well prepared for effective implementation of the NCS.”*

Although there is general agreement that there are benefits in attending the NCS in-service training, some participants showed that they still experience difficulties in implementing the NCS. They answered in these ways:

- *“The in-service has tried to prepare me in terms of theory, but on my side it is difficult to implement due to lack of resources e.g. my school does not have Science Laboratory.”*
- *“Yes! But it is not enough. More time should be given to train teachers not 3-5 days.”*
- *“Not really. In-service training was too short.”*

### 5.3.12 Recommended changes if the training were to be repeated

In relation to changes to be effected if the in-service training could be repeated, the following question was asked to the participants: What changes would you recommend if the training were to be repeated?

The interviewees in trying to strengthen the in-service training for effective implementation of the NCS suggested various activities. One interviewee remarked, *“In-service training must take 3 years to train teachers to implement NCS or any curriculum. We should be given enough and relevant material.”*

The majority of participants (60%) indicated that teachers should be involved in the in-service training of the facilitators’ team. According to one participant, *“teachers teaching from urban and rural areas should be included in the team.”* Another interviewee advanced a statement that that, *“during the development of materials, the background of learners, especially those from rural areas, often gets overlooked.”* In other words, judged from that assertion, the interviewee sought to suggest that the contextual factors should be considered before the construction of workshop materials and LTSM. The participants further suggested that teachers’ background in terms of where they are teaching should be considered. One of the participants put it in this way, *“Teachers from urban and rural schools should be involved in preparation of materials that will be used during in-service training sessions. The facilitators should involve both teachers from rural and urban schools when designing the teaching and learning materials. By so doing, teachers who attended are afforded an opportunity to experiment how the NCS could be effectively implemented in their classrooms contexts.”*

It was emphasised that the SES/DoE should support teachers by paying regular visits to schools to establish which teachers experience difficulties and then provide some professional support wherever it is needed. One participant commented thus, *“SES/DoE must then visit schools to check if there are any problems.”*

It was revealed by other interviewees that tuition of learners should not be interrupted unfairly by conducting in-service training sessions during teaching and learning time. The DoE should

communicate with teachers and commit itself to rewarding teachers for dedicating their leisure or vacation time to attending in-service training sessions. One comment from one of the interviewees suggesting the relevant time for pursuing in-service training was as follows: *“The in-service training should be held during the winter and December long holidays. By so doing no learners will be left in schools unattended. Teachers will be afforded an opportunity to receive extensive workshops.”*

It was emphatically expressed by the participants in the present study that the SES who were facilitating in-service training showed incompetence. The incompetence of SES to facilitate NCS in-service training and failure to monitor teachers in NCS implementation are used as factors by some participants as to what causes them struggle to implement the NCS effectively in their schools. On that note, one interviewee reiterated that, *“thoroughly trained facilitators (SES/subject advisors) who are relevant to the subjects they are teaching must be employed.”*

### **5.3.13 Description of effective in-service training**

The participants were placed at liberty to best describe the in-service training according to their personal understanding. They were probed to answer this question. In your own words what is effective in-service training?

This question was posed to seek the participants’ views on how in-service training should be organised to meet their classroom practice needs. The data presented shows how the interviewees responded to the above question.

- *Allowing people to voice concerns and by discussing the way forward consult and view responses.*
- *It is where teachers come back with information. It mentors and support educators. Questions by educators answered clearly.*
- *Upgrading of the NCS knowledge/ skills.*
- *The in-service training is a kind of training acquired in a site-based environment through case studies and hands on experience.*

- *Get better understanding of learning area and how to teach it.*
- *Skills development.*
- *It is when teachers while on the job acquire the necessary knowledge and skills and effectively apply them in the classroom.*
- *Teachers are introduced to new teaching methods which enhance better delivery of content.*
- *Early arrival of the facilitators. Relevant facilitators in terms of subjects. Enough materials brought by facilitators, not one hand-out or book per cluster, others to photocopy.*

#### **5.3.14 The extent of parental involvement in monitoring the school work of intermediate-phase learners**

The researchers wanted to know from the participants in relation to parental involvement in their schools. The participants were asked to respond to this question: To what extent are you involving parents of intermediate-phase learners to monitor the school work of their children?

The results captured in relation to the partnership of parents and teachers indicate that some teachers have an understanding of how to involve parents in the education of their children. Their responses are illustrated as follows:

- *By giving learners homework and assignments to be done under the supervision of their parents.*
- *Allow them to check their learner's school work every day.*
- *Allow them to check their learner's school work. Everyday*
- *I normally order learners to request help for doing homework at home and let the parents sign in the dispatch booklet as a proof of work done.*
- *Parents come to school at least once a fort night*
- *To assist their children when they are doing their homework and sign.*
- *We have open days for parents to come and check the progress of their learners. To make sure they are assisted at home, parents have to sign their children's homework.*

- *I am trying to involve parents but it is not their aim to help their children but because of their status in education they could not.*
- *This is a challenge, because most learners live with their grandmothers who has very little or no knowledge about school. They do not even attend parents meetings.*

From the above responses to the question, it is apparent that the majority of the sampled teachers (80%) do really involve parents in their schools. Only 20% of the sample indicated that parental involvement is minimal. It is encouraging to teachers when parents fulfil their role by creating a learning environment for their children at home and by providing the necessary support needed at school.

#### **5.4 SUMMARY OF FINDINGS FROM QUALITATIVE DATA ANALYSES**

The findings of the present study confirmed that a lack of resources is a major factor that negatively affects the implementation of any curriculum in schools. The lack of resources in the present study refers to and includes but is not limited to:

- under-supply of teachers to schools,
- inadequate and dilapidated classrooms in some schools, especially in rural areas,
- LTSM have scanty content to be taught and learnt,
- inequality to schools' finance allocation by the DoE,
- shortage and/or non-availability of usable furniture in some schools, and
- few or non-availability of computers, laboratories and libraries in some schools.

The findings of this study show that some schools, learners and teachers are struggling to access adequate knowledge and computer skills due to non-availability or shortage of resources. From the responses of participants and the literature reviewed in this study, it is confirmed that any curriculum implementation is negatively affected by a lack of resources. The results of this study show that the majority of teachers are experiencing high learner-teacher ratios which restrict them from paying individual attention to the learners, especially to those who deserve it. It was observed that classrooms are overcrowded which makes individual attention minimal.

Overcrowding is aggravated by heavy workloads which are attributed to a lot of paper work and teaching of many subjects. The findings show that the content of textbooks is not user-friendly for the learners in rural areas and there are a lot of assessment tasks rather than content for learners and teachers. The short duration of workshops was identified as one of the factors that impacted negatively on the implementation of the NCS. The responses indicated that the duration of workshops was too short to capacitate teachers adequately to implement the NCS. Directly or indirectly, the findings show that limited support from the DoE inhibits implementation of the NCS. Teachers are in dire need of in-service training to effectively empower them in implementing the NCS. The study shows the pivotal role played by parents in the education of their children. The results of the present study show that in some schools participation of parents is minimal. Parents should participate in the education of their children by creating learning environments at home. Negative attitude of teachers was identified as another factor that negatively affects the implementation of the NCS. Participants in the present study confirmed that their SMTs are supportive in implementing the NCS.

**The next chapter (Chapter Six) presents a discussion of the main findings of the present study based on the quantitative and qualitative investigation (i.e. mixed methods).**

## **CHAPTER 6**

### **DISCUSSION OF THE MAIN FINDINGS**

#### **6.1 INTRODUCTION**

The intention of this chapter is to triangulate the findings obtained quantitatively and qualitatively in the previous chapter. In simpler terms, this chapter highlights the triangulation between the two approaches as mentioned in Chapter Three as a means of validating the research instruments used in the present study. The findings emerged from the questionnaires and interviews from the sample of Mthatha schools, are discussed. The findings are derived from both the empirical data and literature review.

#### **6.2 DIFFICULTIES EXPERIENCED BY TEACHERS**

As is evident from sub-sections 4.3.4.2, 4.3.4.21 and 5.4.3, the results of this study indicate that the majority of the sample is still experiencing difficulties in implementing the NCS in their schools especially Intermediate-Phase teachers (see Tables 4.53, 4.72 and 5.2). The study shows that the greater percentage of the sample still experience difficulties in implementing the NCS. These findings indicate the current position of teachers in implementing the NCS in the Mthatha Education District. It can be concluded that sampled teachers in the intermediate-phase level are struggling to implement the NCS in their schools. The quality of teaching and learning in the intermediate-phase level plays a critical role in the child's life and academic performance. These findings seem to suggest that the quality of teaching and learning in some Mthatha schools is ineffective and could have negative consequences for learners' academic advancement.

This implies that if there are no intervention strategies in place to address the situation, the quality of teaching and learning will be lower compared to countries where teachers are confident and knowledgeable about curriculum implementation. Research has shown that the success of any proposed educational innovation is dependent on teachers' understanding of the curriculum (Kelly, 2008: 121). In this regard, Kelly (2008) argues that teachers should be provided with content knowledge and instructional skills that would empower them to implement an innovation.

### **6.3 TEACHERS' ATTITUDES**

Sub-section 4.4.1 indicates that teachers' attitudes can have a significant influence on the implementation of the NCS. The results and reviewed literature in the present study confirm the importance of teachers' attitudes on the implementation of the curriculum. The findings confirmed that teachers' attitudes negatively affect curriculum implementation during the process of educational reform. Such finding showed that DoE alone could not succeed to achieve quality education with teachers who are reluctant to implement the policies of the government. Teachers' commitment is critical for the curriculum implementation. This implies that efforts to encourage positive teacher attitudes are critical for successful curriculum implementation.

### **6.4 LACK OF RESOURCES**

According to Burton and Brundrett (2005:102), resources are requirements that can be utilised by the school to deliver curriculum and enhance learning. The resources referred to in the present study include teachers, classrooms, laboratories, libraries, LTSM, furniture and finance. Schools with sufficient resources offer better quality education (van der Berg, 2008:66). The findings of this study clearly indicate that resources are a challenge in most sampled schools. Lack of resources is cited as a major factor that negatively affects the implementation of the NCS. The lack of resources in the present study refers to a shortage of teachers, classrooms, insufficient LTSM including laboratories, libraries, furniture and finance.

#### **6.4.1 Shortage of teachers**

The results of this study show that the majority of teachers confirmed that there is a shortage of teachers in their schools, more especially those who specialise in Mathematics, Commercial subjects, and the Natural Sciences. The findings indicate that there is a high learner-teacher ratio which is tightly coupled with too much paper work. It is revealed by the responses given by the sample that they encounter heavy workloads due to a large number of learners and other school related activities to which they must attend. Information gathered from the teachers in the study showed that their work rate is affected by overcrowded classrooms. In other schools, workload is



compounded by the redeployment process and delays by the DoE to employ teachers where there is a vacancy as a result of death, retirement, straight transfers and resignations. The study emphasised that the redeployment process and delays of filling of vacancies by the DoE aggravate teachers' workloads. Sub-section 4.3.2.28 confirms that redeployment has affected the staff establishment at some schools and as a result, some schools were left with fewer teachers. It was expressed by Jonkie (interviewee) that: *“Teaching Grade 4 learners requires individual attention as those learners are exposed to many subjects (eight subjects) versus 3 subjects that they were doing in foundation-phase level.”* It is confirmed by the sample in sub-sections 4.3.2.25 and 4.3.2.26 that teachers have an excessive workload due to large numbers of learners in their classes. The captured responses seem to suggest that the DoE should commit to a reduction in the excessive workloads of teachers. This means that inequality of resource distribution still persists in sampled Mthatha schools. It was also identified that allocation of subjects to teachers is not solely based on teachers' qualifications, but also as a result of a shortage of teachers. The data shows that the content knowledge and appropriate teaching strategies of teachers are central to any curriculum implementation efforts such as the NCS.

#### **6.4.2 Shortage of classrooms**

The data collected indicates that the majority of the sample reported that teaching space is a challenge in some schools. Some schools are conducting teaching and learning in dilapidated classrooms which consist of mud structures. Conditions such as these will have detrimental effects on the lives of teachers and learners and militate against any meaningful teaching and learning based on curriculum reforms. Sub-section 4.3.2.9 indicates that some teachers have no staffrooms in their schools and in some schools they use classrooms as staffrooms. There are no administration buildings in some schools. The findings show that some schools do not have adequate teaching space. Teaching and learning under unsafe conditions could cripple the implementation of the NCS. Drastic measures to address such conditions are required.

#### **6.4.3 LTSM, laboratory, library and furniture**

In sub-section 4.3.2.13, the research results of the study uncover that some schools are struggling to access the LTSM. Most reviewed studies have supported the importance of LTSM in any curriculum reform. LTSM are essential for teaching and learning in schools. The findings of this study explain that the curriculum implementation could fail due to inadequate and irrelevant LTSM in schools. The findings in the current study seem to suggest that some schools ordered and used textbooks that are limited in equipping learners with relevant content. The content of textbooks should foster in learners effective skills, sound knowledge, good social values and positive attitudes (SKVA) that will enable them to participate in, contribute to, adapt to and survive in a complex economic society (DoE, 2003:9). The effectiveness of those teachers and learners who lack LTSM could be at stake. Colclough, *et al.* (2003) argue that the availability of adequate learning materials is an extremely important condition for the achievement of good-quality education.

The findings that there are few or no libraries and laboratories are confirmed by classroom visits and classroom observations made by the researcher during interview sessions. In sub-sections 4.3.5.1 and 4.3.5.2, the results of the study show that a shortage of furniture is a challenge facing the majority of the sampled schools. In schools that were visited during interviews, it was observed that their furniture is insufficient to accommodate learners. The data show that furniture in some Mthatha schools is in short supply. In some Mthatha schools the seats and desks are broken. The researcher observed such conditions during interview sessions. It was clear that some learners have no other alternative but to occupy desks in larger numbers than they can accommodate. Where there is no comfort, learners' concentration in teaching and learning is adversely affected. It was observed during interview sessions that in some schools desks and benches were not intact. In those schools the furniture was in dire need of repair. Concerted efforts to overcome such challenges are required as soon as possible for successful implementation of the NCS.

The majority of the sample reported that they have no libraries and laboratories. The classroom observation enables the researcher to confirm that there were no libraries and laboratories in schools visited. Libraries are of paramount importance to enhance learner academic achievement. The absence of libraries and laboratories in schools deprive learners of rights to access quality

education. The impact of not having libraries and laboratories in those schools is that those learners do not have access to demonstrations nor practical sessions during science lessons. This state of affairs is unacceptable and serious intervention is required if implementation of the NCS is to be realised. Teaching and learning of science subjects require laboratories to demonstrate experiments. Availability of libraries and laboratories in schools could strengthen the teaching and learning of science related subjects. The NCS aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries (DoE, 2008:1). But without libraries and laboratories in schools, it will be impossible to produce competent learners who could compete satisfactorily to their optimum level with learners from schools who have functional laboratories. The NCS requires learners who are confident, independent, literate, numerate, skilful, respectful of the environment and able to participate in society as critical and active citizens (DoE, 2002:17). Without the necessary resources, this will remain a pipe dream.

#### **6.4.4 Insufficient finance**

Insufficient funds limit or restrict the school or any organisation from organising the relevant resources for attainment of its intended goals. The findings in the study show that some schools have insufficient finances to effectively implement the NCS. The results seem to suggest that those schools without sufficient funds struggle to organise the best LTSM. It can be concluded that the sampled schools are under-resourced as a result of insufficient funds and this could impact negatively on the implementation of the NCS. Bush (2009:51) argues that effective support ensures effective learning. Teachers need regular training and materials to effectively implement the NCS or any curriculum.

#### **6.5 NEED FOR IN-SERVICE TRAINING**

In sub-sections 5.4.2.1 and 5.4.2.2, the findings in the study indicate that a majority of the sampled teachers were exposed to a short duration of in-service training. It is illustrated in sub-section 4.3.4.10 that teachers need to attend the NCS workshops. The implementation of the NCS is unrealistic where in-service training of teachers is not sufficient. This conclusion is confirmed

by Bubb and Early (2004) who point out that successful education reform and enhancing quality teaching and learning depends heavily on well-trained and developed human resources (Bubb & Early, 2004:3). Where teachers feel ill-equipped to implement the curriculum, ongoing professional development is required (Aspin & Chapman, 2007:359).

The present study suggests, too, that in-service training is also needed for SES, who are the curriculum advisors, so that they are in a position to offer better support to teachers and SMTs. The findings of the research showed that teachers are in dire need of adequate, effective in-service training to prepare them to effectively implement the NCS.

## **6.6 INADEQUATE SUPPORT FROM THE DOE**

In sub-section 5.2.2 and 5.4.1 where the participants were asked to provide their response to the following question: *What do you consider to be the factors that negatively affect the implementation of the NCS in your schools?* Inadequate support from the DoE was amongst the identified factors (see Table 5.3). It is also confirmed in sub-section 4.3.5.9 by the participants that the DoE's support is minimal. Van der Westhuizen (2003:187) avers that one of the most important indicators of successful change is the nature and intensity of support given by those involved in the change to those implementing it. All the above identified findings clearly point to insufficient support from the DoE to the sampled Mthatha schools.

## **6.7 SUPPORT FROM THE SMTS**

Good management is an essential aspect of any education service and its central goal is the promotion of effective teaching and learning (Bush, 2008:103). It is confirmed by Bush (2008) that the task of management at schools, in particular, is the creation and support of conditions under which teachers and their learners are able to achieve learning. From these assertions of Bush (2008), it can be concluded that the quality of SMT's support to their teachers and learners is critical to the achievement of successful curriculum implementation. Lack of leadership support at the school level, according to Aspin and Chapman (2007: 358), impedes curriculum implementation in schools. Teachers need to feel appreciated, supported and their efforts

recognised. In sub-sections 5.4.1.5 and 5.4.5, the data in the present study show that the sampled teachers are satisfied with their SMTs' support.

## **6.8 LIMITED PARENTAL INVOLVEMENT**

In sub-sections 4.3.6.1 and 5.4.1.3 there are claims made by the participants about the extent or degree of parental involvement in their schools. Some participants showed their degree of dissatisfaction on parental involvement in their schools. It is reiterated by Lemmer (2007) that good school, family and community partnerships lead to improved academic learner achievement, self-esteem, school attendance and social behaviour. Given the pivotal role played by parental involvement in the education of the child, the study indicates that in some schools teachers are dissatisfied with the quality of parental involvement towards the education of their children. This dissatisfaction is clearly evident from the assertion made by one of the interviewees in sub-section 5.3.1.3 when he said, *“Participation of parents to the education of their children is limited. For instance, when you assigned learners the homework to be performed at home under the supervision of parents, learners come back to school without having done those tasks or some are incompletely done.”* Another point worth noting about the dissatisfaction of the participants is in sub-section 4.3.6.11 where a majority of the sample concur with the statement that parents engaged learners during school hours. Implementing a curriculum requires the involvement of many different stakeholders, including parents. The findings of the study indicate that without the coordinated involvement of these individuals the implementation of the curriculum will encounter many problems.

## **6.9 SUMMARY**

The findings obtained from the participants both quantitatively and qualitatively indicate that the NCS in schools is still a challenge which needs to be addressed if the South African education system intends to provide its learners with quality education. The findings of the research showed that there are factors that negatively affect the implementation of the NCS in the Mthatha Education District. The study shows that in some Mthatha schools the Intermediate-Phase teachers are still experiencing some difficulties in implementing the NCS. The data in the

present study confirmed that the sampled schools are under-resourced. The lack of resources was advanced as the most overwhelming factor that negatively affects the implementation of the NCS in their schools. The findings seem to suggest that the availability of appropriate and sufficient resources could create an enabling environment for the effective implementation of the NCS. Short in-service training was also identified as one of the factors that restrict them in implementing the NCS. The results of the study indicate that minimal support from the DoE to schools and teachers is one of the main factors for the ineffective implementation of NCS. Besides the teachers, the DoE and the SMTs' commitment to the implementation of the NCS, the findings show that parents also play a crucial role in the implementation process. Despite the satisfaction shown by some sampled teachers, there are, in contrast, responses from other teachers that affirm that parental involvement is limited in some schools. Meaningful efforts or turn around strategies from all the education stakeholders are required to enhance the implementation of the NCS in all South African schools for the benefit of learners.

**The next chapter (Chapter Seven) presents recommendations based on the findings of the present study, the limitations thereof, suggestions for further studies, and the conclusions of the study.**

## **CHAPTER SEVEN**

### **RECOMMENDATIONS AND CONCLUSION**

#### **7.1 INTRODUCTION**

This chapter discusses the key recommendations and concluding remarks based on the study as a whole. This chapter discusses the Educational Change Model that could be considered for meaningful curriculum implementation, recommendations based on the findings of the current study and aspects that curriculum implementers need to take into account when implementing CAPS which replaced the NCS in 2012. The conclusion aims to integrate the key concerns relating to curriculum implementation in a concise coherent manner.

#### **7.2 CURRICULUM IMPLEMENTATION ACCORDING TO THE EDUCATIONAL CHANGE MODEL (ECM)**

Successful implementation of the curriculum requires an understanding of the roles and responsibilities of individuals in the education system. The implication is that all the stakeholders involved with curriculum implementation should know the contents of the curriculum. The DoE, teachers, parents, learners and all interested parties responsible for the provision of education should take note that for any curriculum to succeed, it is critical to consider a feasible model of its implementation on the basis of the context and history of the country. The core business of education is teaching and learning. In the process of curriculum change and implementation, it is imperative that the aim of achieving competent, knowledgeable and skilled learners should not be lost. The Educational Change Model (ECM) of curriculum implementation proposed by Ornstein and Hunkins (2004) could be a good way to think about how to bring about educational change.

The ECM is chosen on the basis of the recommendations proposed in this study. Briefly, the ECM proposes that the needs of the people should be a priority and for people to accept an innovation they need to perceive its quality, worth and practicality (Ornstein & Hunkins, 2004). This should be done during the conduct of the pilot studies in terms of the needs analysis. This enables challenges to be identified and eliminated. Furthermore, intervention programmes could be designed to address the unanticipated challenges. In ECM, the roles and responsibilities of key

role players in curriculum implementation are emphasised. In the following section that deals with recommendations, the ECM is used as the incorporated model for introspection.

### **7.3 RECOMMENDATIONS**

Judged from the findings of the current study listed in chapter 4 and 5 the following recommendations are proposed.

#### **7.3.1 Increase teachers' knowledge in curriculum implementation**

If a curriculum is to have any desired impact on students and to attain its goals it is crucial that teachers' knowledge of curriculum implementation be increased since they are the key role players in implementing any curriculum in schools. Morris and Scott (2003) argue that many educational policies failed as a result of limited understanding and skills of how to translate or implement them by teachers into their classrooms. The present study revealed that if teachers do not understand the curriculum, difficulties in implementing the NCS is experienced by them. This means that a lack of capacity by teachers to understand how to deal with the curriculum, negatively affects the implementation of the NCS. Such observation is confirmed by Ornstein and Hunkins (2004) when they state that teachers' knowledge and competencies are central to any curriculum if it is to be implemented effectively. Intervention programmes to prepare teachers to implement any curriculum are crucial. The study recommends that teachers should be well prepared by means of engaging them in on-going in-service training. The on-going in-service training should be conducted by specialists in the field of curriculum implementation who have a good understanding and experience of the processes of curriculum implementation. The DoE should work with higher education institutions (HEIs) that offer teacher education qualifications, teacher unions, teachers, and policy planners in developing or designing teacher education programmes. The HEIs should make sure they produce teachers that are well prepared to implement the NCS in schools. For those teachers who are already in the DoE's service, the DoE, NGOs and teacher unions should motivate and ensure that each school is represented by a minimum of two teachers per phase to attend the ongoing in-service training on curriculum implementation. Their tuition fees should be covered by the DoE and teacher unions as teachers



contribute monthly for membership to their unions to enhance them in content knowledge and teaching strategies. Exposing teachers to in-service training that are NCS compliant could improve their practices and generate knowledge and teaching strategies as well. In addition to this recommendation, two or three teachers per phase and one SMT member per school should be attending those teacher education programmes during week-ends (using Saturdays) and school vacations for a period of a year. By so doing, teachers and SMTs would be afforded an opportunity to acquire the content knowledge of subjects they teach and how to apply the teaching strategies in ensuring that the NCS is effectively implemented. The study recommends that those teachers who are chosen to attend the programmes should practise and share what they learn with those who have not yet attended the programmes. Awarding of certificates by the universities to competent participants should be pursued. The pre-training and re-training of teachers should be an on-going priority to ensure that teachers are well prepared to implement the NCS and any future planned curriculum. The teacher unions should be committed in supporting its members by organising workshops and by working with government in motivating teachers to be committed to their duties. It should be known by teachers, parents, SGBs and teacher unions that the DoE alone could not succeed in effective implementation of the NCS with reluctant teachers. It is advisable that teachers, parents, SGBs and teacher unions actively participate in improving the teachers' commitment.

### **7.3.2 Teachers' attitudes should be improved**

Teachers' willingness to implement the DoE's policies, such as the NCS, plays a vital role in ensuring whether or not curriculum is implemented successfully. The study demonstrated that positive attitudes of teachers are a necessary condition for any effective curriculum implementation. In sub-section 4.4.1, the research results uncover that teachers' attitudes have a significant influence on the implementation of the NCS. This implies that teachers' attitudes constitute crucial factors affecting the implementation of the NCS. Against the scenario discussed in section 4.4.1, it is recommended that efforts to improve teachers' attitudes are required. The study recommends that the teachers' attitudes could be enhanced by the DoE, parents and non-governmental organizations (NGOs) to implement the NCS effectively only if teachers are motivated and supported. The DoE, parents and NGOs should make a concerted effort to improve

teachers' working conditions and ensure that teachers are committed by improving their working conditions (conditions of services). The DoE, teacher unions, and NGOs, could support teachers in the form of providing them with car subsidies and subsidies for schooling of their children. Such a practice could also serve as a strategy to ensure that teachers are retained and prevented from leaving the teaching profession for greener pastures. The parents should support teachers by ensuring that they provide resources required for the teaching and learning of the children.

### **7.3.3 Provide adequate resources**

From the study, it is learnt that no meaningful curriculum implementation could take place without adequate and appropriate resources. Availability of resources in schools facilitates the implementation of the curriculum. It is the responsibility of the DoE to ensure that schools are provided with relevant and sufficient resources. The research findings showed that the DoE failed to support the majority of sampled schools by not providing the necessary resources to assist with the implementation of the NCS in a meaningful manner. The study recommends that for any curriculum implementation to be effective, the DoE should provide schools with adequate and relevant resources. The parents and SGBs should make sure that the resources are protected from vandalism, theft and any form of destruction to school resources. Such practice would afford teachers an opportunity to perform to the best of their ability in ensuring that learners acquire quality education. The study seems to suggest that the availability of adequate and relevant resources have a positive impact on curriculum implementation.

#### **7.3.3.1 Reduce learner-teacher ratio**

In respect of high learner-teacher ratios, the study recommends that the DoE should employ adequate teachers. If sufficient teachers are available per school, teachers would be in a better position to give learners individual attention. Class sizes should be considered for effective implementation of the NCS. The study recommends that the Basic Department of Education (BDE) should liaise with the Department of Higher Education and Training (DHET) and HEIs offering teacher education programmes to register more students for teacher education so that there are more teachers available for employment. It is anticipated that when the learner-teacher

ratio is adjusted correctly in all schools by the DoE, teachers' professional time to attend to individual learners needs could become a reality in the country.

#### 7.3.3.2 Provide schools with sufficient and relevant LTSM and furniture

Because of the vital role played by LTSM in teaching and learning, the study recommends that the DoE and other stakeholders in education should consider the availability of sufficient and relevant LTSM in schools as a priority. The study recommends that adequate furniture should be made available to all South African learners.

#### 7.3.3.3 Provide schools with sufficient school buildings

The study recommends that the DoE, and NGOs should provide schools with sufficient and accessible school buildings such as classrooms, staffrooms, administration offices, laboratories, libraries and toilets. The condition of school buildings should be safe and attractive in overall design, and functional in layout. The school buildings should lend themselves to effective curriculum implementation. All school buildings should be constructed in accordance with established sanitary standards and with a view to durability, economic maintenance, and adaptability, and easy for all to utilise without discrimination on the basis of age, gender, and disability. The data in the current research confirm that where there are insufficient and dilapidated school buildings, the teachers' performances and learners' concentration are negatively impacted. This necessity of sufficient and accessible school buildings could promote effective curriculum implementation by teachers and enable learners to concentrate on their learning.

#### **7.3.4 Provide in-service training**

Many curriculum projects of excellent quality have not been implemented successfully because they were not supported with the right kind of staff development (Glatthorn, Boschee & Whitehead, 2006: 145-146). The study recommends that in order to participate fully in the implementation of the NCS, teachers should be capacitated with requisite knowledge and

instructional skills that would empower them to translate the curriculum into classroom practice. The in-service training should equip teachers with content knowledge, teaching strategies and the ability to design teaching aids to facilitate learners' learning. Continuous in-service training is lacking and with limited capacitating of teachers, efforts to implement the NCS could impact negatively. The data shows that the current in-service training lacks the ability to address the training needs of teachers. The training needs to be provided for teachers in the in-service training amongst others should include:

- (i) inculcation of the teachers' commitment
- (ii) more training time is needed to empower the teachers with knowledge, skills of presenting the lessons that are NCS compliant
- (iii) designing the teaching and learning aids
- (iv) Demonstration by bringing learners from any school to the training centre so that the in-service facilitators and teachers attending could identify and address the gaps or challenges that emerge in the classroom context. Monitoring of teachers to establish whether they are implementing the recommendations or not
- (v) expertise from in-service training facilitators and NGO's in empowering teachers with knowledge, teaching strategies, skills of overcoming social and emotional challenges

Hopkins (2007) confirms the importance of teachers' knowledge and skills in educational reforms. Hopkins (2007) avers that for educational reform to succeed, teachers' content knowledge and pedagogical skills have to be enhanced. The results of the study indicated that teachers who received in-service training were more empowered to implement the curriculum than those who did not. This implies that to ensure the successful implementation and continuity of any curriculum innovation such as the NCS and CAPS, teachers should be afforded an opportunity to receive intensive in-service training by means of ongoing support and staff development conducted by the school and the DoE. The in-service training should be in the form of on-going training and development for qualified and under qualified teachers to ensure that their subject knowledge and teaching methodologies remain relevant and directly linked to the implementation of the NCS and CAPS. The universities and NGOs should also contribute to the enhancement of teacher-pre-service and in-service training. This means that joint planning that involve teachers, teacher unions, universities and NGOs

### **7.3.5 DoE should provide adequate support**

The research findings indicated that a lack of support from the DoE inhibits teachers from implementing the NCS in a satisfactory manner. The research shows clearly the impact or lack of support from the DoE. It is crucial for the DoE to embark on a needs analysis of schools on a regular basis to gain a sense of the concerns and developments about education in schools. The study recommends that, for successful curriculum implementation in schools, support from the DoE is crucial. The DoE should strengthen the monitoring systems by employing adequate and relevant subject specialists who could manage the implementation of the NCS in schools. This implies that to ensure the smooth implementation of the curriculum, the role of administrators is critical. It is suggested by Ornstein and Hunkins (2004) that the DoE assist the schools in implementing the curriculum by providing the necessary support. This implies that the DoE has a great responsibility to ensure that all schools are provided with support that could enhance the implementation of the NCS. The study recommends that staff development programmes be an on-going activity at school and district levels. The study recommends that curriculum implementation be monitored by the DoE and SMTs.

### **7.3.6 Support and increase parental involvement**

According to Meece and Daniels (2008:486), there is a general agreement among teachers, researchers and policy makers that active parental involvement in education is essential for children's school success. This implies that for any successful curriculum implementation to succeed active parental involvement is crucial. Meece and Daniels (2008: 486) contend that there are benefits for parents, teachers and learners where there is active parental involvement. When parents become involved at school, they learn ways to help and to support their children's learning at home. Parents are capable of gaining confidence in their own parenting abilities to help their children succeed in school. By becoming involved in their children's schooling, parents also reinforce the importance and value of education (Meece & Daniels, 2008:486).

Given the above significance of parental involvement, it is apparent that active parental involvement impacts positively on children's achievement. In instances where parents support the education of their children, implementation of the NCS is likely to be improved.

Meece and Daniels (2008) aver that parental involvement also offers the following benefits to teachers:

- Teachers increase their understanding of their students' cultural backgrounds, needs and strengths.
- They can also acquire a better understanding of the stresses their students encounter in their daily lives that affect their performance in school.
- Increased contact with parents can help teachers understand the goals they have for their children.
- It helps teachers in the use of instructional strategies in the classroom (Meece & Daniels 2008:486-487).

It is evident from the assertions of Meece and Daniels (2008) that teacher-parent relationship should be intact for the attainment of the above benefits of active parental involvement. It means that without a collaborative partnership between parents and teachers, curriculum implementation could be restricted. It is crucial that programmes to strengthen the partnership between parents and teachers be facilitated and enhanced.

It is argued by Meece and Daniels (2008) that parental involvement also offers the following benefits for learners in that it has positive effects on:

- homework completion,
- student achievement,
- school attendance and adjustment,
- academic motivation, and
- the creation of positive attitudes toward school and educational aspirations (Meece & Daniels 2008:487).

From the above findings by Meece and Daniels (2008), it can be concluded that limited or non-involvement of parents in the education of their children can lead to negative outcomes in respect of the children's academic performance and social development. Parental support systems to create an enabling environment for successful implementation of the NCS could have positive outcomes on learning. The study also recommends that the DoE in conjunction with SMTs and teachers should organise some training programmes that would involve parents as much as possible. On that note, Epstein, Sanders, Simon, Salinas, Jansorn and Van Voorhis (2003) identified various types of parental involvement which could be categorised as follows: This means that teachers should help all families establish a home environment that supports learning. This could be possible when teachers make home visits and hold educational programmes for parents on parenting and child-rearing skills. Teachers should establish family support programmes to help parents with health, nutrition and other services.

The school should develop effective forms of communication such as newsletters, billboard, posters and school year-plans. Parents should be kept informed of all the educational changes, school activities, and the progress of the school and the learners. Workshops should be organised for them to acquire necessary skills and knowledge about educational changes.

It is recommended that the school establishes classroom volunteer programmes to assist learners, teachers, and parents. Schools should always be open for any parent who is willing to render assistance related to the improvement of education and the school.

Programmes intended to provide parents with information on the skills required in all subjects at each grade level and how they can monitor their children's homework at home should be designed and implemented. Epstein *et al.* (2003) assert that there should be family literacy and mathematics programmes. By so doing, parents are afforded an opportunity to improve their understanding to enable them to assist their children with their school work.

Epstein *et al.* (2003) contend that collaborating with the community involves identifying and integrating resources and services from the community to strengthen schools, families, and student learning and development. The study recommends that community members with skills

and expertise be invited to share these with the school for the development of the school as a whole.

#### **7.4 LESSONS FOR FUTURE CURRICULUM IMPLEMENTATION SUCH AS CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)**

The literature reviewed and findings of the study indicate that teachers' pedagogical content knowledge and appropriate teaching methods are among the necessary pre-conditions for effective curriculum implementation. The study recommends that teachers be adequately trained in their pre- and in-service training. The purpose of training teachers and SMTs is to arm them with content knowledge and teaching methods that would enable them to effectively implement the CAPS. The way teachers manage the curriculum implementation is of critical importance in any reform designed to improve the quality of education. With limited content knowledge and professional development of teachers in teaching methodology, efforts to implement the CAPS would be difficult to achieve.

The capacity of teachers, SMTs and SES to implement the CAPS is critical. The DoE should ensure that teachers as implementers of the CAPS are properly trained. This means that the DoE, NGOs and teacher unions should strengthen the capacity of teachers in order to effectively implement the CAPS. Judging from the results of the study and the literature reviewed, it is clear that the capacity and knowledge of the teachers of a curriculum is critical to successful implementation thereof. This implies that professional development programmes in the form of adequate pre-and in-service training to empower teachers to implement the CAPS are required.

The study recommends that ongoing teacher training be a vital component for the implementation of the CAPS. Bubb, Earley and Hempel-Jorgensen (2009) opine that on-going training programmes that facilitate or deepen the teachers' professional knowledge are critical. Engaging teachers on an ongoing professional programme would serve as support to provide them with knowledge and teaching skills to effectively implement the CAPS.



From the qualitative analysis of this study, limited professional support including improper monitoring of NCS implementation by the DoE were advanced by the participants as factors that have an influence on poor implementation of the NCS. The study suggests that for CAPS to be successfully implemented, the DoE, SGBs, parents and teacher unions should establish and implement feasible and professional support coupled with systems to monitor the implementation of the curriculum.

The study recommends that for CAPS to be implemented successfully, all the role players including the DoE, parents, teachers and teacher unions should work collaboratively for the benefit of learners' education as a whole.

The workload should be reduced to teachers to enable an opportunity to implement the CAPS. Teachers could struggle to perform their professional duties to the best of their ability due to work overload. The researcher's assertion is confirmed by Aryee, Srinivas, and Tan (2005) when they postulate that individuals who perceive their workload to be more than they can handle are likely to experience exhaustion and fatigue which may negatively influence one's motivation to respond to the demands of the other domains. In this regard, the DoE should keep a constant check on teacher: learner ratios which could impact negatively on curriculum implementation. The reduction of the teacher workload could also be effected through employing non-teaching personnel (clerks) to assist teachers with administrative tasks, which is the practice in many developed countries.

As highlighted by the findings of the study, equal access to adequate and relevant resources is imperative for any curriculum to be implemented successfully. In this regard Mwamwenda (1996) on the basis of his own research avers that learners in developing countries perform below those in developed countries because of inadequate and poor facilities. This implies that disadvantaged schools will not be able to implement CAPS adequately especially in view of their unequal access to resources such as laboratories, libraries, books and computers. It is important that thorough preparation of the LTSM for CAPS be conducted timeously before curriculum implementation. The preparation of the LTSM should involve the subject specialists, teachers, SMTs, parents, teacher-unions, higher education institutions, policy-planners and DoE to ensure

ownership, quality, contextual relevance and positive reception of the LTSM for usage in schools.

## **7.5 CONCLUSION**

The study investigated factors that negatively affect the implementation of the NCS in schools. Several factors that negatively affected the implementation of the NCS have been identified in the current study. The identification of these factors would assist the DoE in becoming more aware of the potential challenges, and, consequently enable the DoE to take appropriate steps to avert some of these shortcomings encountered with the implementation of the NCS.

The findings of the study indicate that a number of teachers still do not understand how to implement the NCS which illustrate that teachers have not been adequately prepared. The study seems to suggest that, for any curriculum to be implemented effectively teachers need to be properly trained to interpret and implement the curriculum meaningfully. Without proper understanding of curriculum implementation by teachers, efforts of countries to introduce a curriculum become a waste of time, money, effort and their children's future. The implications of a lack of capacity on the part of teachers could lead to poor learner achievement and high dropout rates. It emerged from this study that the unpreparedness of teachers is compounded by a lack of in-service training and insufficient support by the SES in monitoring the implementation of the NCS.

The study indicates that the support from the DoE in the implementation of any curriculum be it the NCS or CAPS is pivotal to successful curriculum implementation. Where the support of the DoE is minimal, a plethora of challenges in education emerge. The results of the study demonstrate that the DoE failed to support teachers with requisite knowledge, appropriate skills, and sufficient resources to implement the NCS effectively. It is evident in the study that without adequate and appropriate resources, the implementation of the NCS is restricted. It is, therefore, noted that support in the form of availability of adequate and relevant resources enable favourable conditions for effective curriculum implementation. It is deduced in the current study that parental involvement plays a vital role in influencing the implementation of the NCS.

Parental involvement should be strengthened by means of creating a positive environment in schools for more enhanced parent participation in the school's activities. Programmes to enhance parental involvement should be established and executed by all schools. The study supports the view that for any curriculum implementation to materialise, the full involvement, commitment and support of the key role players is critical. Without the coordinated involvement of the key role players, the implementation of any curriculum programme will be severely hampered.

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## APPENDIX A:

### A LETTER TO THE DEPARTMENT OF EDUCATION

(Mthatha District Director) requesting permission to conduct a study in the Mthatha Education District)

66 Dikweni Street  
Ikwezi Township  
**MTHATHA**  
5099

05 January 2011

#### **THE DISTRICT DIRECTOR**

Mthatha Education District  
Botha Sigcawu Building  
Owen Sreet  
**MTHATHA**  
5099

Dear Sir

re: **REQUESTING PERMISSION TO CONDUCT A STUDY IN THE MTHATHA EDUCATION DISTRICT**

I am requesting permission to conduct a study in selected Mthatha schools. I am a registered PhD student at Nelson Mandela Metropolitan University (NMMU). I am doing the thesis under the supervision of Dr L. Athiemoolam and Dr S.E. Blignaut. The title of the thesis is: FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) IN THE MTHATHA EDUCATION DISTRICT. I will not interrupt teaching and learning time in schools. The names of schools and teachers will not be spelt out in this study.

Administering of data collection instruments requires me to do it in selected schools of the Mthatha Education District. It is hoped that the District will benefit from the product of this study. Upon completion of the study, I will provide the Department of Education with a bound copy of the full research report.

I hope that my request will receive your favourable consideration.

Thank you in advance for your understanding, support and cooperation.

Yours sincerely,

**Berington Z. Gobingca (MR)**

Student-researcher: NMMU

Cell No: 073 092 9341

Tel No: 047 502 2193

E.mail address: zanoxolog@yahoo.com

**APPENDIX B**  
**APPROVAL LETTER FROM EASTERN CAPE DEPARTMENT OF**  
**EDUCATION**



Province of the **EASTERN CAPE DEPARTMENT OF EDUCATION (ECDoE)**

Steve Vukile Tshwete Education Complex \* Zone 6 Zwelitsha \* Private Bag X0032 \* Bhisho 5605 \* REPUBLIC  
OF SOUTH AFRICA \* Tel:+2740-6084000\*

**25 April 2011**

Mr Berington Z Gobingca  
66 Dikweni Street  
Ikwezi Township  
**Mthatha**  
5099

Dear Mr Gobingca


**REQUEST FOR APPROVAL TO CONDUCT RESEARCH IN SOME MTHATHA SCHOOLS THAT WILL BE RANDOMLY SELECTED: “FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) IN THE MTHATHA EDUCATION DISTRICT.”**

Thank you for your correspondence received about the above-mentioned subject.

Your application to conduct the above mentioned research within the departmental schools that you will select in and around the Mthatha district is hereby approved on condition that:

- a. there will be no financial implications for the Department;
- b. institutions and participants must not be identifiable in any way from the results of the investigation;
- c. you present a copy of the written approval of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular District as well as to the Senior Managers involved at Head Office;
- d. you will make all the arrangements concerning your research;
- e. the research may not be conducted during official working hours at Head Office and the Districts and not during the fourth school term at the Institutions, except in cases where the ECDoE is of the opinion that such research will not interfere with exams at schools during that period. Such a request will have to be evaluated and determined by the Chief Director: Strategic Management Monitoring and Evaluation;

- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
  - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
  - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
  - h. your research will be limited to those schools or institutions for which approval has been granted;
  - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
  - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
  - k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document completed by you.
  - l. you comply with your ethical undertaking (commitment form).
  - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 271 0715 and email: [annetia.heckroodt@edu.ecprov.gov.za](mailto:annetia.heckroodt@edu.ecprov.gov.za) should you need any assistance.

  
Advocate M Manny

HEAD OF DEPARTMENT: EDUCATION  
11/4/2011



**APPENDIX C**  
**LETTER TO PRINCIPALS**

(asking for access to their schools and for participation of their school teachers in this study)

66 Dikweni Street  
Ikwezi Township  
**MTHATHA**  
5099

21 January 2011

The principals

.....  
.....

**MTHATHA**  
5099

Dear Sir/Madam/Ms

Re: **REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE  
MTHATHA EDUCATION DISTRICT**

I hereby wish to request permission to conduct research in the Mthatha Education District. I am a registered PhD student at Nelson Mandela Metropolitan University (NMMU). I am conducting my research under the supervision of Dr L. Athiemoolam and Dr S.E. Blignaut. The title of the thesis is: **FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) IN THE MTHATHA EDUCATION DISTRICT.** Teaching time will not be interrupted. The name of your school and teachers' names will remain anonymous and all data collected will be confidential.

It is hoped that the school will benefit from the findings of this study. Upon completion of the study, I will provide your school with a bound copy of the full research report.

Thank you in advance for your understanding, support and cooperation.

Yours sincerely

**Berington Z. Gobingca (MR)**

Student-researcher: NMMU

Cell No: 073 092 9341

Tel No: 047 502 2193

Email address: zanoxolog@yahoo.com

Fax number: 0475022554

**APPENDIX D**  
**SAMPLE OF CONSENT FORM WHICH WAS DELIVERED TO**  
**PRINCIPALS AND TEACHERS**



NELSON MANDELA METROPOLITAN UNIVERSITY (NMMU)

INFORMATION AND INFORMED CONSENT FORM

<b>RESEARCHER'S DETAILS</b>	
<b>Title of the research project</b>	<b>FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) IN THE MTHATHA EDUCATION DISTRICT</b>
<b>Reference number</b>	<b>209061015</b>
<b>Principal investigator</b>	<b>B.Z. GOBINGCA</b>
<b>Address</b>	<b>66 DIKWENI STREET, IKWEZI TOWNSHIP, MTHATHA</b>
<b>Postal Code</b>	<b>5099</b>
<b>Contact telephone number (private numbers not advisable)</b>	<b>0730929341</b>

<b>DECLARATION BY PARTICIPANT</b>		<u>Initial</u>
<b>I, the participant and the undersigned</b>	(full names)	
<b>ID number</b>		
<b>Address (of participant)</b>		

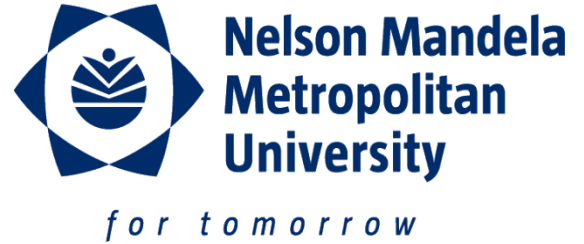
<b>A.1 HEREBY CONFIRM AS FOLLOWS:</b>		<u>Initial</u>
<b>I, the participant, was invited to participate in the above-mentioned research project</b>		
<b>that is being undertaken by</b>	(name of researcher) <b>MR B.Z. GOBINGCA</b>	
<b>From</b>	(affiliation e.g. department/school/faculty) <b>EDUCATION</b>	
<b>of the Nelson Mandela Metropolitan University (NMMU).</b>		

<b>THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT:</b>			<u>Initial</u>
1	<b>Aim:</b>	The investigator is studying  The information will be used to/for <b>RESEARCH</b>	
2	<b>Procedures:</b>	I understand that	
3	<b>Risks:</b>		
4	<b>Possible benefits:</b>	As a result of my participation in this study	
5	<b>Confidentiality:</b>	My identity will not be revealed in any discussion, description or scientific publications by the investigators.	

6	<b>Access to findings:</b>	Any new information or benefit that develops during the course of the study will be shared as follows:			
7	<b>Voluntary participation / refusal / discontinuation:</b>	My participation is voluntary	<b>YES</b>	<b>NO</b>	
		My decision whether to or not to participate will in no way affect my present or future care / employment / lifestyle	<b>TRUE</b>	<b>FALSE</b>	
<b>3. THE INFORMATION ABOVE WAS EXPLAINED TO ME BY THE PARTICIPANT:</b>					<b>Initial</b>
<b>(name of relevant person)</b>					
In	<b>Afrikaans</b>		<b>English</b>	X	<b>Xhosa</b>
				X	<b>Other</b>
and I am in command of this language, <b>or</b> it was satisfactorily translated to me by					
(name of translator)					
I was given the opportunity to ask questions and all these questions were answered satisfactorily.					
4.	No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.				
5.	Participation in this study will not result in any additional cost to myself.				

<b>A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT:</b>		
<b>Signed/confirmed at</b>	<b>On</b>	<b>2011</b>
Signature or right thumb print of participant	Full name of witness:	
	Signature of witness:	

**APPENDIX E**  
**ETHICAL CLEARANCE FROM NMMU**



**FACULTY OF EDUCATION**

Tel . +27 (0)41 504 2125

Fax. +27 (0)41 504 9383

15 September 2011

Mr BZ Gobingca / Dr L Athiemoolam  
Education Faculty  
NMMU

Dear Mr Gobingca / Dr Athiemoolam

**FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL  
CURRICULUM STATEMENT IN THE MTHATHA EDUCATION DISTRICT**

Your above-entitled application for ethics approval was approved by the Faculty Research, Technology and Innovation Committee of Education (ERTIC) meeting on 6 September 2011.

We take pleasure in informing you that the application was approved by the Committee.

The ethics clearance reference number is **H11-EDU-CPD-028**.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely  
**Ms J Elliott-Gentry**  
**Secretary: ERTIC**



## APPENDIX F

### QUESTIONNAIRE

QUESTIONNAIRE PREPARED FOR INTERMEDIATE-PHASE TEACHERS

**SECTION A:** Participant's background information

Please indicate your response by marking with a cross (x) on your choice where appropriate.

**A. Gender:**

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

**B. Age of**

20-29years	<input type="checkbox"/>
30-39years	<input type="checkbox"/>
40-59 years	<input type="checkbox"/>
60-65years	<input type="checkbox"/>

**C. Highest teaching qualification:** College Certificate (e.g.

Junior Secondary Teachers' Certificate (JSTC)

Primary Teachers' Certificate (PTC)

College Diploma such as:

Junior Primary Teachers' Diploma

Senior Primary Teachers' Diploma

Senior Teachers' Diploma

**Professional Degree i.e. Bachelor of Education (B.ED)**

B.Ed (Arts), or B.Ed Humanities

B.Ed (Commerce), or B.Ed Economic and Management

Sciences

B.Ed (Science), or B.Ed Natural Sciences

B.Ed (Honours)

M.Ed

D.Ed OR Ph.D

**Academic degree** (B.A; B. Agriculture; B.Theology. etc.)

Other qualifications (specify).....

**D. Majored in:**

Arts & Culture

Accounting, Business Studies and or Economics

Languages

Life Orientation

Mathematics

Natural Sciences

Social Sciences

Technology

Other -----

**E. Which phase are you currently teaching?**

Foundation phase i.e. grade 1, grade 2 and grade 3		Intermediate phase i.e. grade 4, grade 5 and grade 6		Senior phase i.e. grade 7, grade 8, and grade 9	
--	--	--	--	---	--

**F. Participants' teaching experience in years**

1-4 years

13-16

5-9 years

17-20

10-12 years

Over 20 years

**G. Location of your school**

Rural area		Urban area	
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**Section B: Themes as per research questions**

Please indicate your level of agreement or disagreement with each of the following statement (items).

1 = Strongly disagree, 2 = Disagree, 3 = Were unsure whether, 4 = Agree, 5 = Strongly Agree

STATEMENTS/ITEMS	1	2	3	4	5
2.1 Due to a subject content gap I have no interest in implementing the NCS.					
2.2 I am still experiencing difficulties in implementing the NCS.					
2.3 My teaching knowledge and approach come into conflict with the NCS.					
2.4 Positive attitudes of teachers could enhance curriculum implementation.					
2.5 Teachers' attitudes appear to be important factors for effective implementation of curriculum.					
2.6 There is a relationship between attitudes and teachers' performance.					
2.7 When teachers' attitudes are negative, their professional performance tends to be poor.					
2.8 Teachers participating in educational reform must adopt positive attitudes for effective curriculum implementation.					
2.9 Limited resources affect the implementation of the NCS.					
2.10 The lack of resources affects the teachers' performance in implementing the NCS.					

2.11 Teacher: learner ratio inhibits implementation of the NCS in our school.					
2.12 Over enrolment of learners is a challenge in my school.					
2.13 Large number of learners affects our plans for NCS implementation in our school.					
2.14 I am teaching subjects which I majored in my teacher's qualification.					
2.15 Unpreparedness of teachers is closely related to unsuccessful curriculum implementation.					
2.16 The teaching ability of teachers is affected by poor classroom conditions.					
2.17 The learners' academic performance is hindered by insufficient teaching space.					
2.18 There are proper burglar-bars to prevent theft in my school.					
2.19 During free periods teachers rest in the staff room.					
2.20 A laboratory is available to assist me in implementing the NCS.					
2.21 There is a mud structure in my school.					
2.22 Our school is well fenced.					
2.23 There is a shortage of LTSM in my class.					
2.24 The lack of LTSM could affect the implementation of the NCS.					
2.25 There are systems that are in place in my school to take care of LTSM.					
2.26 Lack of teaching aids is a challenge facing my school.					
2.27 The content of the textbooks that I use is relevant for me and my learners.					
2.28 Assessment activities in those textbooks are clearly understandable.					
2.29 There is a library in my school.					

2.30 I am involved when LTSM is ordered for my grades.					
2.31 Learning opportunities are hampered by inadequate supply of furniture.					
2.33 DoE provides all schools with adequate furniture.					
2.34 DoE ensures that where there is a demand for furniture, a prompt supply is done.					
2.35 Inadequate finances limit the performance of the teachers in implementing the NCS in my school.					
2.36 The implementation of curriculum is more likely to succeed if support of finances is provided.					
2.37 DoE ensure that all schools are adequately supplied with finances to implement the NCS.					

3. Indicate whether the following statements are True (T), False (F) or Not sure (NS)

Items	T	F	NS
3.1 The number of days that I have attended the NCS workshops were adequate to empower me to implement the NCS in my classroom.			
3.2 NCS that I have attended have helped me to implement the NCS in my classroom.			
3.3 Workshops are necessary for professional development.			
3.4 Workshops provide teachers with new methods of teaching.			
3.5 NCS workshops were well organised to provide teachers with necessary knowledge needed in the classroom.			
3.6 I still need an opportunity to attend the NCS workshops.			
3.7 I use those acquired teaching strategies from the NCS workshops in my classroom.			
3.8 NCS is easy to be implemented even if you have not attended the workshop.			
3.9 In-service training is critical if school programs and instructional practices are to be improved.			
3.10 Most teachers feel ill-prepared by those NCS workshops.			

3.11 Staff development improves the job-related knowledge, skills or attitudes of school employees.			
3.12 The professional development that I have received did not provide me with relevant support I needed to conduct implement of the NCS.			
3.13 Staff development is done at my school at school level.			
3.14 Material used in NCS workshops were relevant to enable teachers to implement the NCS.			

4. Indicate whether the following statements are True (T), False (F) or Not sure (NS)

ITEMS	T	F	NS
4.1 I am teaching subjects in which I majored in my teachers' qualification			
4.2 Teachers are overloaded with work in my school			
4.3 There is an overcrowding of learners in my class.			
4.4 Large classes affect teaching and learning.			
4.5 The re-deployment process has affected our school staff establishment.			
4.6 Our newly appointed teachers are provided with special training on the implementation of the NCS.			
4.7 The learning area(s)/subject(s) are allocated in accordance with teachers' qualification in my school.			
4.8 Ill-prepared teachers affect the culture of learning and teaching.			
4.9 Our intermediate phase teachers are experiencing difficulties in implementing the NCS.			
4.10 Our intermediate phase teachers plan the work schedule together.			
4.11 Writing of common examination papers by intermediate phase could encourage the implementation of the NCS.			

5. Please indicate your level of agreement or disagreement with each of the following statements (items).

1 = Strongly disagree, 2 = Disagree, 3 = Were unsure whether, 4 = Agree. 5 = Strongly Agree

Statements	1	2	3	4	5
5.1 Strong leadership is critical for effective curriculum implementation.					
5.2 My School Management Team (SMT) is effective in providing professional help to me.					
5.3 I have a supportive SMT in my school.					
5.3 Our SMTs regularly moderate our school work.					
5.5 Our SMTs support the implementation of the NCS.					
5.6 Our SMTs are not conversant with the implementation of the NCS.					
5.7 The NCS could fail as a result of lack of leadership in school.					
5.8 Teachers are adequately trained to ensure the curriculum implementation is taking place in their schools.					
5.9 Implementation of the NCS is practiced by our SMTs.					
5.10 When teachers are not monitored they tend to neglect applying appropriate teaching strategies.					
5.11 District leadership facilitates a positive and productive work environment.					
5.12 Assistance should be offered by the District Education Officials.					
5.13 Little support from the SES inhibits implementation of the NCS.					
5.14 There is a follow-up done by SES in schools monitoring the implementation of the NCS.					
5.15 Our NCS challenges are attended to satisfactorily by our District Education Officials.					
5.16 District education officials' support is minimal.					

5.17 Support for education from the DoE could have a positive on the quality of curriculum implementation.					
5.18 Parents support the education of their children in my school.					
5.19 Absence of co-operation between the school and the home results in poor academic performance of children.					
5.20 Lack of parental involvement in school could fail curriculum implementation.					
5.21 There are good relations between the teachers and parents of our learners.					
5.22 Parents discourage learner absenteeism.					
5.23 The quality of the parental involvement has an impact on the implementation of the NCS.					
5.24 The implementation of the NCS requires the involvement of parents.					
5.25 There is cooperation between my school and its community.					
5.26 Our school community encourages child chores.					
5.27 Child chores affect teaching and learning.					
5.28 Our learners are engaged in domestic work during school hours by their parents.					

### SECTION C

The following are the open-ended questions. You are free to respond as you deem fit.

3.1 Are you implementing the NCS? If yes, are there any challenges that prohibit you in implementing the NCS? If not, why?

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3.2 What do you consider to be the factors that negatively affect the implementation of the NCS?

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3.3 How can these factors be addressed?

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**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**APPENDIX G**  
**INTERVIEW SCHEDULE GUIDE PREPARED FOR INTERMEDIATE-  
PHASE TEACHERS**

Interview questions are listed below: There were 14 questions that were prepared for the interviews. The questions follow the format of research questions asked in the present study. Duration of interview session is 45 minutes. Please respond to the following questions and provide an explanation to support your responses.

4.1 What factors negatively affect you in implementing the NCS?


4.2 What strategies do you propose to improve the implementation of NCS?


4.3 How comfortable are you in implementing the NCS?


4.4 What suggestion(s) do you propose for overcoming overload in schools that are affected by their staff establishment?


4.5 What evidence or control measures are in place that could support you in stating that your SMT and yourself are implementing the NCS?


4.6 In what ways does your SMT provide you with educational support?


4.7 What advice do you propose to help improve SMT's leadership in as far as curriculum management is concerned?


4.8 When you have problems related to your learning area/subject, how often do you consult your SES?


4.9 After an in-service training in your district, do your SES visit your school to ensure that teachers are implementing the NCS?


4.10 What did you consider to be the main strengths and weaknesses of the in-service training you have attended?


4.11 Were you adequately prepared by the in-service training to effectively implement the NCS?


4.12 What changes would you recommend if it were to be repeated?



4.13 In your own words what is effective in-service training?


4.14 To what extent are you involving parents of intermediate-phase learners to monitor the school work of their children?


## APPENDIX H

### DESCRIPTIVE STATISTICS FOR SECTION 2 AND SECTION 5

#### Descriptive Statistics

	Valid N	Mean	Std.Dev.
Q2_1	136	3.8	0.9
Q2_2	133	2.3	1.1
Q2_3	134	3.0	1.2
Q2_4	134	2.6	1.2
Q2_5	134	4.2	0.7
Q2_6	135	4.1	0.9
Q2_7	136	4.1	0.8
Q2_8	137	4.4	0.6
Q2_9	136	4.4	0.6
Q2_10	136	4.2	0.7
Q2_11	134	4.2	0.7
Q2_12	135	4.0	0.9
Q2_13	132	3.3	1.3
Q2_14	133	3.4	1.2
Q2_15	130	3.2	1.1
Q2_16	134	3.5	1.3
Q2_17	134	3.8	1.0
Q2_18	134	3.8	1.2
Q2_19	133	3.9	1.1
Q2_20	132	3.8	1.1
Q2_21	133	2.8	1.4
Q2_22	133	2.9	1.4
Q2_23	135	1.8	1.2
Q2_24	134	2.6	1.5
Q2_25	131	3.5	1.2
Q2_26	132	3.2	1.3

#### Descriptive Statistics

	Valid N	Mean	Std.Dev.
Q5_1	135	3.8	1.0
Q5_2	135	3.6	1.0
Q5_3	134	3.7	0.9
Q5_4	135	3.7	1.0
Q5_5	134	3.8	0.9
Q5_6	132	2.7	1.2
Q5_7	131	3.1	1.2
Q5_8	131	3.3	1.1
Q5_9	132	3.6	1.0
Q5_10	133	3.4	1.1
Q5_11	133	3.3	1.1
Q5_12	133	4.0	0.9
Q5_13	131	3.5	1.1
Q5_14	127	3.0	1.1
Q5_15	131	3.1	1.1
Q5_16	128	3.4	1.0
Q5_17	130	4.0	0.9
Q5_18	130	3.2	1.2
Q5_19	130	3.9	1.1
Q5_20	128	3.9	1.1
Q5_21	130	3.5	1.1
Q5_22	127	3.2	1.2
Q5_23	129	3.8	1.0
Q5_24	130	4.0	0.8
Q5_25	130	3.6	1.0
Q5_26	127	2.4	1.2

Q2_27	133	4.1	1.0	Q5_27	128	3.6	1.2
Q2_28	135	3.0	1.2	Q5_28	132	2.7	1.2
Q2_29	133	3.5	1.3				
Q2_30	135	3.8	0.9				
Q2_31	135	3.4	1.1				
Q2_32	134	1.9	1.2				
Q2_33	136	3.8	1.1				
Q2_34	134	3.6	1.3				
Q2_35	130	2.0	1.1				
Q2_36	131	2.1	1.2				
Q2_37	132	3.3	1.2				
Q2_38	132	3.9	0.8				