NARRATIVES OF CURRICULUM ADAPTATION:

TEACHER CHALLENGES IN THE FACE OF

CURRICULUM REFORM

ROMILA HARRICHARAN

2011

NARRATIVES OF CURRICULUM ADAPTATION: TEACHER CHALLENGES IN THE FACE OF CURRICULUM REFORM

BY

ROMILA HARRICHARAN

A THESIS SUBMITTED TO

THE SCHOOL OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MAGISTER EDUCATIONIS

IN

THE DEPARTMENT OF CURRICULUM STUDIES

AT

NELSON MANDELA METROPOLITAN UNIVERSITY

DECEMBER 2011

SUPERVISOR: DR. TULSI MORAR

DECLARATION:

I, Romila Harricharan, unequivocally declare that this research report, NARRATIVES OF CURRICULUM ADAPTATION: TEACHER CHALLENGES IN THE FACE OF CURRICULUM REFORM is my own, original, unaided work.

All citations, references and ideas, which may have been adapted, borrowed or drawn upon, have been duly acknowledged or accredited. This thesis is presented for the degree of Master of Education in the Nelson Mandela Metropolitan University.

It has not, previously or currently, been submitted for any other degree or diploma, at any university or other institution of higher learning.

Signed:

_____   _____

ROMILA HARRICHARAN   DATE

Signed:

_____   _____

DR. TULSI MORAR   DATE

SUPERVISOR

<u>DEDICATION:</u>

I would like to dedicate this work to the following people, as an acknowledgement of and in gratitude for their support and encouragement during my studies:

My son, Taiheer Raghav.

My daughters, Nishola and Salona, for adapting their lifestyle to suite my studies.

My mum, Sewrani and my late dad, Nundhlall.

And finally, my husband, Ramesh, for his love and support always; and especially for his understanding, unwavering encouragement and assistance during the periods when completing my studies took me away from home.

I love you all very much.

ACKNOWLEDGEMENTS:

your tolerance, support and love - and assisting with household chores during my contact session at NMMU.

My devotion, love, gratitude and esteem go to my husband, Ramesh. You are my partner in life. Your strength and encouragement have bolstered and guided me throughout my studies. Thank you for motivating me, supporting me and believing in me. You always knew that I could successfully travel through the difficult lands, equipping me with essential expedition tools - your unfaltering interest in my work, your belief, conviction and certainty that I would reach my destination. You were my travelling companion when I most needed you, staying away from family functions to be by my side. Thank you so very much for all these, and all the other, sacrifices you have made to allow me to complete this most interesting, difficult and rewarding journey.

May God bless all of you.

ABSTRACT

Prior to the landmark 1994 democratic elections the South African education system was unequal and departmentalised. The transformation in South African politics was reflected in the changes implemented in the education curriculum. A massive shift in the basic education process was put into operation, in an attempt to create an amalgamated system which would equally benefit all learners (Hackenberg, 2002:20). These curriculum alterations created a lot of dissatisfaction and a sense of frustration among the teaching fraternity (Maphalala, 2006:7 and Knight, 2005:27). The basis of this study focuses on my concern that teachers, already tense and overworked, face many challenges when curriculum modifications occur, and may find it extremely difficult to cope with them. The associated challenges may lead to excess stress, adversity and teachers becoming ill. For this research study I evaluated how teachers confront and cope with the challenges associated with changes to curriculum. The method and success of these coping skills and the management of curriculum revision is directly linked to certain issues, which may exacerbate problems stemming from these changes and have negative effects of on the teachers themselves.

This study is a narrative of teachers' experiences and was primarily conducted in the Umlazi Circuit of the KwaZulu Natal Department of Education. Purposive sampling was utilised by me, whereby the respondents, teachers who had over twenty years of teaching experience, were carefully selected from four primary schools and one secondary school. The study used the qualitative research approach within the interpretive paradigm, allowing for an in-depth insight into the challenges faced by teachers with changes to the curriculum. Data was collected through semi-structured interviews and observation. The data was later analysed using codes, themes and categories. This analysis revealed that curriculum changes cause teachers to experience many challenges in the classroom. These challenges include, amongst others, lack of resources; discipline problems; excessive workloads; overcrowded classrooms; and insufficient professional development workshops.

LIST OF ACRONYMS

OBE   Outcomes-Based Education

NCS   National Curriculum Statement

RNCS   Revised National Curriculum Statement

DoE   Department of Education

NAPTOSA   National Professional Teachers Organisation of South Africa

SADTU   South African Democratic Teachers Union

C2005   Curriculum 2005

ANC   African National Congress

COSATU   Congress of South African Trade Union

LTSM   Learner Teacher Support Material

COLT   Culture of Learning and Teaching

LSEN   Learners with Special Educational Needs

SMT   School Management Team

IQMS   Integrated Quality Management System

LOLT   Language of Learning and Teaching

ELRC   Education Labour Relation Council

HIV/Aids   Human Immunodeficiency Virus/ Acquired Immune Deficiency
                 Syndrome

Table of Contents

CHAPTER 1

STUDY OVERVIEW

1.1 BACKGROUND TO THE STUDY

Treu, Olivia, Bean and van der Walt (2010:343) state that, in South Africa, following the introduction of a democratically elected government in 1994, "*the scene was set for the transformation of the curriculum.*" According to Hackenberg (2002: 2) prior to 1994, racism and rigidity was entrenched throughout the education curriculum. This spread race, class, gender and ethnic divisions, denying the citizens their identities (Austin, 2007:18). The South African educational system has undergone intensive curriculum changes since 1994, whereby a number of education policies, aimed at transforming education in South Africa have been introduced. These adaptations started with the introduction of Outcomes-Based Education (OBE) systems which were "*introduced to redress the policies and educational injustices of the past*" (Uiseb, 2007:79). It was later streamlined and transformed into the Revised National Curriculum Statement (RCNS). The adaptation currently being implemented by teachers in the classroom is the National Curriculum Statement (NCS). According to Uiseb (2007:79) before a curriculum is introduced, teachers must be familiar with the content.

According to Singh (2008:3) the initial outcomes-based curriculum introduced in 1998, into the newly democratic South Africa was known as C2005 or Curriculum 2005. Outcomes-based Education (OBE) was introduced with major celebration and lauding, as the new South African curriculum. It was seen as part of the 'process of curriculum cleansing' launched by the Minister of Education. Jansen and Christie (1999:3) provide evidence that OBE started debate and disagreement about education in South Africa. A wide range of new terminology and jargon was presented, confusing teachers, along with excessive numbers of learning outcomes and learning areas (Uiseb, 2007:79). Planning and preparation had to be completed and arranged on three levels, which was complicated and time consuming.

According to Chatturgoon (2008:3), changes to the education programme created many problems for schools in South Africa. A curriculum was formed where learners were promised that they would gain the necessary skills and knowledge, essential to functioning in

a workforce and society. Singaram (2007: ii) and Jansen (1998:3) concur that OBE created a lot of problems for the teaching fraternity. Teachers had to readjust their teaching methods, moving away from the traditional techniques and adopting the new manner of teaching. Teaching moved from being centred on the teacher, to now becoming 'learner-centric', with teachers becoming facilitators. The focus was now on the learners, with group work encouraged. The majority of teachers struggled with the changes made in education and experienced many problems. According to Uiseb (2007:69) South African education appeared to have changed considerably after the introduction of this new curriculum. The most basic goal of education was not being met as very little was achieved by teachers, in terms of actually educating the learners (Jansen, 1998:3)

Hackenberg (2002:2) comments that the South African educational system had been given the job of restoring education from an unequal, imbalanced and separated system into a united curriculum, which dreamt of providing equal education and development to all pupils of South African origin. Rembe (2005:7) remarks that the 1994 election brought about a major change in the South African curriculum, with nineteen education departments being combined into one, non-racial National Department, with supplementary provincial departments.

In 1998 South Africa decided to introduce OBE into all schools. In the years preceding and following the 1994 political upheaval, South African education experienced many curriculum changes over a relatively short period of time. According to Morgan (2005:1) there were lots of problems with the new curriculum. The modifications threw the education and training policies into a state of confusion and controversy. Burger (2007:1) mentions that OBE was intended to develop the full potential of all learners in a democratic South Africa. The OBE/Curriculum 2005 commenced as part of a policy adopted by the post-apartheid government to restructure and transform apartheid education and training. However, Stewart (2007:3) states that "*OBE was used out of its original well-resourced setting*".

Mutereko (2009:43) mentions that changes to the curriculum were politically motivated. To satisfy the politicians' and public's yearning for drastic change that would eliminate all traces of the past biased and unjust education system, a new education system was introduced. Rembe (2005:6) posits that, in the area of educational difference, diverse groups expressed views on how to transform the education system in South Africa in order to address the problems of the apartheid system. This curriculum required and implemented a very different

approach to teaching and learning, from that which the South African teachers were familiar. It instituted an integrated approach, rather than a subject-based approach, to learning. OBE brought about much debate and disagreement, which created a lot of confusion amongst educators. Fataar (2007:511) states "*prior to 1994 the education system in South Africa was characterised by hierarchical bureaucratic style of management.*" The new curriculum was introduced at an accelerated pace, bringing and creating numerous problems. The curriculum reforms brought major upheavals and educators were not then equipped to deal with the changes wrought.

Fiske & Ladd (2005:160) provide evidence that the manner in which C2005 was initiated was very careless and haphazard. The haste to provide and implement a new curriculum compromised the quality of C2005. The Department of Education put into operation the new curriculum, although majority of the academics believed that its implementation could be postponed to a later date (Vandeyar & Killen, 2003:117). De Waal (2004: iv-27) further indicates that the drastic policy changes which took place were unrelated and had no bearing on actual classroom occurrences or issues. The success of C2005 was undermined by factors such as fear, de-motivation, stress, and resistance, which accompanied, and proved detrimental to, the education transformation process.

According to Bantwini (2010:86) support from the education department and development centres was slow. Teachers in disadvantaged schools experienced many problems relating to understanding OBE and how it should be practiced. Singaram (2007:24) posits that the curriculum was not given considerable thought; nor was it piloted well and it was poorly resourced, which caused unnecessary stress and strain for teachers. Rembe (2005: iii) concurs that many difficulties and obstacles occurred causing the new curriculum to have setbacks, including a lack of manpower; a lack of necessary resources; corruption and mismanagement.

According to Grant (2006:511) in the past the allocation of funding for education was done according to racially discriminatory criteria - where schools that catered for White people received more funds than those which served other racial groups. This unfairness resulted in overcrowded schools; inadequate classrooms, with very high teacher to learner ratios; and lack of resources; along with many more negative effects (Bennie & Newstead, 1999:1). Teachers worked in unfavourable conditions. Insufficient and poor quality teaching abounded due to under-qualified and unqualified teachers (Foulds, 2002).

According to de Waal (2004:10) teachers experienced many challenges when OBE was introduced, including work overload; shortage or lack of learning materials and large class sizes. Gultig (2002:172) argues that "*OBE has rightfully been accused of being jargon ridden.*" Morgan (2005:1) concurs that the new curriculum was a "*new dictionary filled with words that are ambiguous and meaningless.*" The procedures for designing learning programmes were difficult and sophisticated and the new curriculum did not deal with essential issues. According to Mutereko (2009:43) OBE further challenged the already dismal and inadequate standards of teaching and learning in South African schools by increasing the workload. Teachers were suddenly forced to learn and attempt to understand all the new terms, despite the existing difficulties they experienced, struggling as they were to maintain any semblance of teaching or education (Jansen, 1999).

Mkhwanazi (2007:4) states that there was intense debate within and between the African National Congress (ANC); the Congress of South African Trade Unions (COSATU); the South African Democratic Teachers Union (SADTU); National Professional Teachers of South Africa (NAPTOSA) and the private sector, believing that learners should be critical thinkers. According to Stewart (2007:3) South Africa borrowed from other countries' experiences to meet the new goals for the local education system. It is important to look at the context of the country before implementing a curriculum (Cross et al, 2002)

1.2   REASONS FOR A TRANSFORMED CURRICULUM

According to Hackenberg (2002:2) after South Africa became a democracy, the government decided to replace the existing curriculum with one that catered for human rights and a different education policy was adopted. There was a new vision for South Africa. The curriculum change created a difficult task for the government. Prior to 1994 inconsistencies in education abounded. Foulds (2002) states that there were different education departments for Whites, Indians and Coloureds, with the teacher to pupil ratio varying widely for each of the different race groups, along with the level of qualification and competency of the educators. The democratically elected government wanted to level the playing field, to allow all learners an equal education (Vandeyar & Killen, 2007). The multiple departments were merged into one and OBE was introduced, in 1998. The subjects were now called learning

areas, with no pre-arranged content. Teaching became learner-centric and emphasis was placed on group work.

According to Singh (2005:14) in 2000, the Education Ministry announced a review of Curriculum 2005. The review team proposed a move away from an integrated curriculum and decided to re-introduce subject content. Curriculum statements, supporting this view, were released in 2002. Curriculum 2005 was, thereafter, modified, improved and reinforced. Engelbrecht and Harding (2008:58) state that their research indicates that there were many challenges with the new curriculum in South Africa. C2005 was revised into RNCS, which was introduced into Grades 1, 2 and 3 in 2004; to Grades 4, 5 and 6 in 2005; Grades 7 and 10 in 2006; with Grades 8 and 9 implementing C2005 in 2007 and Grades 9 and 12 in 2008.

According to Rose (2008) education should prepare learners for life after school, allowing them on completion of their basic education to function and compete in the work environment, preparing them to join the work force. OBE helps to produce learners who are critical thinkers and who are creative and dynamic (Rose, 2008). In an attempt to produce this calibre of citizen many countries have decided to alter, or improve, their curricula. In South Africa the curriculum was not only modified, but a totally new curriculum was adopted. Educators had to change their teaching styles to cater for these changes. It is imperative that teachers understand and comprehend the new curriculum. South African teachers and students were introduced to OBE, RNCS and NCS over a short space of time, with the sudden change bringing about doubts and concerns to the relevant stakeholders, as to the credibility of the curriculum policy.

Although some South African educators were excited about the new curriculum, many were afraid and did not want to accept the changes (Vandeyar & Killen, 2003:120). Curriculum change is something that happens not only in South Africa but globally. People have always been found to not accept conversion and changes easily.

Bantwini (2010:83) mentions that in South Africa, as in other countries, educational reform should equalise all participants, especially with regard to past inequalities, and also address the shortage of skills in certain areas. Stewart (2007:3) reiterates that "*OBE was used out of its original well-resourced, Western world setting with a large contingent of under-qualified teachers.*" When ideas are loaned from abroad it is important to research them, to assess whether they were a success or failure, before implementing them in another country. Cross, Mungadi and Rouhani (2002:176) state that OBE "*became a national mission in Australia*"

but was adapted within the region. The OBE curriculum was accepted provincially in Canada and in Scotland it was implemented within the vocational programme. The United States of America expressed antagonism at state level, but at the district level it received some acknowledgement. There are certain contextual factors that have to be considered before a curriculum is imported and implemented in another country.

This research study aims at exploring how teachers adapt to curriculum change and the challenges they face.

1.3   PURPOSE OF THE STUDY

The main purpose of this study is to explore the challenges faced by teachers with alterations to the curriculum and how they coped with these hurdles. This was accomplished by a narrative inquiry approach. I was guided by sub-questions, in order to understand the actual experiences of teachers who underwent the changes and challenges in the classroom and how they coped.

1.3.1 RESEARCH QUESTIONS

What are the challenges faced by teachers with changes to the curriculum and how they coped with these challenges.

This research question is guided by the following sub-questions:

1.3.1.1 How teachers have adapted to curriculum changes, along with the methods and tools they employed to deal with these changes to the curriculum?

1.3.1.2 How teachers were able to cope with the increase in workload?

1.3.1.3 How does overcrowding in the classroom contribute to poor discipline?

1.3.1.4 Were the educators, who are the major role players in the implementation of the innovation, provided with the necessary training and resources to implement the innovation successfully?

1.4   RATIONALE

My interest in the topic stems from my own experiences in the classroom. As a Level One educator I was interested in the curriculum and realised teachers were experiencing many

problems in the classroom when the curriculum changed. I engaged in reading literature on the challenges teachers faced when there is a modification to the curriculum. I became interested in pursuing further research on challenges faced by teachers with alterations to the curriculum out of personal interest, and to contribute to further research done on the topic. This research is significant as the findings and information stemming from it will allow me, and other educators, an opportunity to examine and assess how teachers adapt to changes to the curriculum and how they cope with the challenges they face.

I am of the opinion that my research findings have provided useful feedback to the schools, which will enable them to assist teachers who have difficulties in adapting to curriculum change. Over the past seventeen years, many upheavals and transformations have taken place in South Africa, not least in education. Since 1994 the South African educational system has undergone intensive, pivotal curriculum changes, with a great many education policies, aimed at transforming education, being introduced, initiated, evaluated, then revised, replaced or discarded.

The rationale for this research project was based on some teachers feeling discouraged, and unprepared or untrained to deliver lessons in the classroom. Literature review has indicated that there are many issues facing the teacher in the classroom, including, but certainly not limited to, lack of resources; poor discipline; little or no support from the relevant authorities; inadequate or non-existent training and guidance; excessive workloads for teachers; overcrowding in the classroom; and language barriers between learners and educators. Gorrie (2009:3) states that teachers have multifaceted roles to play in the classroom, acting not only as educators but as parents (loco parentis); care-givers; guidance counsellors; mentors and nurses.

Williams (2003:1) posits that a teacher's role is very complicated. The current school pupils stem from a new era, causing teachers to experience certain problems, which were previously non-existent and un- thought of. Educators must not only teach content, but must also address the issues of HIV/AIDS; rape; robbery; suicide; drug abuse; violence; teenage pregnancies; etc, helping students with awareness, coping mechanisms and survival.

Singaram (2007:26) states that teachers in New Zealand were overwhelmed with the content that they were expected to teach, finding difficulty with the work. They opposed the introduction of OBE largely due to the coverage it received from educationalists, unfamiliarity with the content. The policy document was considered very confusing, difficult

to understand and interpret. The teachers were angry, frustrated and they felt there was no need for a curriculum change. The transformation process was too fast, leaving teachers unable to cope. They felt they were not adequately informed or assisted, and were unable to effectively manage the conversion, causing a lot of stress. This scenario echoes closely the South African events and seems to be a repetition of the South African teachers' experience.

Internationally, the implementation of new curricula has resulted in similar consequences. A Progress Report on Education Reform was conducted in China, in 2006, finding that when there is a change in curriculum, teacher's exhibit anxiety, and they experience challenges, ordeals and difficulties. Teachers felt that although improvements in teaching and learning were taking place, the pace was too slow. In 2000 a decision was made to reform the Chinese education system, as there was a need to develop students' abilities overall, and in all areas, not solely book-learning. Education reform is an exigent task and teachers faced many difficulties in the process. The new curriculum embraced a student-centric approach to teaching and learning, with more importance placed on the learner.

According to Noblit and Pink (2007:685) in Uruguay, there was a revolution when the National Government introduced a reformed education system. Teachers did not want to accept the new curriculum because they were aware of the challenges that they would face and they were not given sufficient support and information on the new curriculum.

Mutereko (2009:43) states that in South Africa, as a result of the political changes, there was a need for a curriculum transformation. Prior to 1994 education in South Africa was apartheid-based, with different race groups following different education systems. Once South Africa became a democratic country, there were changes to the educational policies, essentially intended to redress the educational injustices of the past, with every educator following the same syllabus. Bantwini (2010:84) mentions that C2005 was driven by the principles of OBE, which was used in countries such as Australia, Canada and parts of the United States of America. Curriculum modification or transformation is a worldwide phenomenon, however, all change exacts a price and these alterations resulted in extra stresses and challenges for teachers in the classroom.

This research study aimed to investigate these challenges faced by our teachers when the curriculum changed, along with their coping mechanisms. It is considered crucial for teachers to have strategies to manage stresses, so as to make their teaching experience manageable.

1.5   RESEARCH DESIGN

The research design gives an indication of the preparation and formation of the research process, which was employed to get verification on answers to the research question (McMillan & Schumacher, 2006:22). The design shows how the research was arranged, what transpired with the participants and the tools that were used to collect and assess data. A qualitative research approach was chosen for this study (Mothata, 2000:136). The researcher has utilised a descriptive approach, which focused on narrating the actual classroom experiences of teachers, allowing an understanding of the challenges they faced with curriculum changes and how they adapted. Babbie and Mouton (2006:80) state that these methods allow the researcher to present a precise and in-depth report of the observation and interviews carried out during the study. The researcher portrayed "*rich, thick*" data material on challenges faced by teachers in the classroom with curriculum reform as the participant experienced and described it. The participants provided valid, valuable anecdotal information.

The two methods of data collection used were: interviews and classroom observation. During the interviews, teachers' classroom experiences were studied. I observed the participants in the classroom to validate and support what was mentioned in the interviews. Purposive sampling was used. This is a sampling method in which elements are chosen, based on the purpose of the study. According to Ploeg (1999) purposive sampling decisions organise the selection of the participants, setting, events, and activities for data collection.

1.6   CHAPTER OUTLINE

In Chapter 1, I introduced the research topic by outlining the background to the study; the purpose of the study - i.e. how teachers adapt to changes to the Curriculum and the challenges that they face; the Research Rationale explained how I came to be interested in the topic and why the research is worth doing. The research design, demarcation of the study and ethical consideration is also included in this chapter.

The next chapter in this study, Chapter 2, focused on International and South African literature on challenges facing teachers with changes to the curriculum.

Chapter 3 – Research Methodology follows, discussing the technique of data collection. A qualitative approach was employed within the interpretivist paradigm. A detailed discussion involved semi-structured interviews and classroom observation. The sampling procedure; trustworthiness and limitation to the study are also discussed.

Subsequently, Chapter 4 contains presentation of the data generated in the form of participant narratives. The five participants anecdotally relate their experiences with changes to the curriculum, the challenges they faced and their coping mechanisms.

Chapter 5 provides a discussion on the data analysis and findings of my study, presented in themes.

Chapter 6 comprises the conclusion and recommendations that emerged from the study.

1.7   DEMARCATION OF STUDY

The study took place in four public schools, situated in Durban, in the Province of KwaZulu Natal, which serve learners from both wealthy and disadvantaged backgrounds. The sample consisted of five teachers from the different schools, which are situated in an upper-class, well-established and historically "Indian" area. Learners from the nearby township and most school-age local inhabitants attend the sample schools, although some attend an ex-Model-C school.

1.8   ETHICAL CONSIDERATION

In my first meeting with the participants the data collection sessions and other relevant information were explained and relayed. Information regarding the research project - the topic and reason for the research - was given to the participants. According to Almadhour (2010:30), participants may perceive that an invasion of privacy is occurring, may sometimes also be ashamed or embarrassed by the types of questions and may also give certain information that they did not intend to. Participation in the research was purely voluntary and full descriptions of the expectations of the research were clearly outlined. This was done on an ongoing basis. I outlined the research process, the theorised problem and the research approach, along with all other relevant information to the participants. A participant could

withdraw from the research study at any time. William 2005 (cited by Almadhour) mentions a number of issues very important to the research, including any form of harm to the participant – bodily harm, anxiety and pressure or diminishing a sense of self worth etc. To prevent any form of impropriety or shame the name of the participant and the schools remained confidential, and were not mentioned to any other participant during an interview. The School Administrator mentioned the name of the Head of Department of the school to me, but I did not disclose the name of the teacher who participated in the interview. My responsibility was to keep the whole process extremely private and confidential, including the identity of the participants, and no unofficial individual had any right or access to any information I collated during the interview and observation process. The information has only been used for this particular research purpose. Once the data was coded, the names of the respondents were erased from the documents and all the data gathered very securely stored.

- All the information that the participants divulged during the interview process has been treated with anonymity. The participants were regularly reminded that any information gathered during the interview would not be shared. No one else would have access to any data collected during the investigation and whatever information the participant shared with me was guaranteed to remain confidential. Pseudonyms have been used to safeguard their individuality.

- Informed consent – I gained permission and authorisation from all five participants before the actual research commenced. The teachers were provided with all necessary information they required so they could make an informed choice whether to involve themselves in the research process. Before I commenced with the interview process I received each participant's consent in writing. I ensured each respondent was aware of the requirements, had read the information and contents, and had signed the documents before commencing with the interview process.

The requirements for and of each participant in the research study were clearly outlined, on an ongoing basis. I outlined the research process, the problem and the research approach and any other relevant information that the participant required.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of literature relating to how teachers adapt to curriculum changes and the resulting challenges they face. The following literature examination, aspects providing a backdrop to frame the study findings, relate to broad elements derived from the research question, which include professional development; workload of teachers; overcrowding in the classroom leading to disciplinary problems; and lack of resources.

According to Randolf (2009:2) literature review is "*information analysis and synthesis focusing on findings and not simply bibliographic citations, summarising the substance of the literature and drawing conclusion from it*". It should provide different opinions of available information. Rockler-Gladen (2008) shares a similar view, stating that literature provides precious and vital information on the relevant topic. It surveys intellectual sources, which are important to a specific subject, and gives significant summary and assessment. Alamu (2010:10) reiterates that reviewing literature is imperative; as it demonstrates how new research connects to the field of study and matches what other researchers have contributed.

This literature review draws from both international and local literature. It examines challenges faced by teachers in the classroom with curriculum changes and what researchers, nationally and internationally, have revealed and discovered, regarding the manner by which teachers cope with these challenges. These trends are also evident in the United States of America, Australia, and the United Kingdom.

According to Maphalala (2006:7) hasty changes in education in South Africa have placed many demands on teachers, having major effects on their jobs. There are many difficulties to solve, and hurdles to leap, when working in a country that has many inherited democratic problems to overcome. The C2005 and RNCS expected teachers to change their teaching practices, with teaching becoming more complicating and challenging. Teachers had to move away from lecture-type teaching to a learner-centred approach. Mulaudzi (2009:1) points out that educator's found it difficult to implement the new curriculum successfully. The

progressive, continual conversions of the curriculum from OBE to C2005 to RNCS to NCS are proof of the transformations in the South African education system. At the same time, however, these ongoing modifications add stresses to teachers, who are faced with many challenges. It is imperative that teachers try and adapt, despite all the barriers (Raselabe, 2006:12-15, Bennie and Newstead, 1999:1, Psifidou, 2007:324).

Mkhwanazi (2007:6) mentions that one of the most crucial problems facing the South African education system, and the changes implemented therein, is the tendency to borrow from other countries without adapting the elements to the unique situation of our country. OBE originated in the United States of America, but was adopted from Australia before being implemented in South Africa (Botha, 2002). The curriculum was also employed in Canada and Scotland (Cross et al., 2002:176). Little discussion occurred with the pertinent stakeholders, regarding the new curriculum. Although the teachers, principals, parents and the community did not object to the curriculum change, there were many comments about the new curriculum (Chisholm & Leyendecker, 2008:201). Many South African contextual factors were not taken into account when it was adopted (Cross et al., 2002:176). To implement OBE effectively, the country needs sufficient resources and teachers who are well trained and assisted in adapting to the changes (Crossley & Watson, 2003). According to Chisholm (2005) the OBE curriculum was also implemented in New Zealand, however, OBE was "*considered too cumbersome in design and the language was too complex.*"

Yeung and Lam (2007:109) posits that a series of curriculum reforms are taking place in East Asia, due to social, political and technological progression. Curriculum change appears to be a global trend, with teachers across the world facing the associated stresses and difficulties. Research shows that in Australia, along with other countries, certain subjects are not taught as they should be, as teachers are facing a number of issues in the classroom environment which hinder the correct methods and efforts (Laidlaw, Taylor and Fletcher, 2009:106).

Smit (2001:67) is of the opinion that the reality of curriculum change implementation and its effect is felt most at the basic levels, in the classroom itself. The educators are the most important people in the change process, but their views and opinions are not taken into account or considered, with policies being drawn up at national level and the educators' voices remaining unheard.

2.2 CHALLENGES FACED BY TEACHERS WITH CHANGES TO THE CURRICULUM

The introduction of the new curriculum placed new demands on educators. Teachers felt overwhelmed and burdened after the implementation of OBE. Teachers previously concentrated on classroom teaching; presently they are burdened with non-teaching duties. Teachers are expected to teach learners; go on ground duty during the lunch breaks; assist learners with difficulties they experience; attend meetings; and attend to co-curricular and extra-curricular duties. Record keeping has increased. Teachers have too many different duties to contend with. OBE has escalated the workload of teachers to the extent that they feel frustrated and pressurised (Bennie & Newstead, 1994:4).

2.2.1 WORKLOAD OF EDUCATORS

Since the introduction of the new curriculum in South Africa, and subsequent other curriculum changes, teachers have complained about the increase in their workload.

Bantwini (2010:85-87) posits that the new curriculum was seen as a problem from the very onset. OBE/C2005 was replaced by RNCS, which should have streamlined and made the curriculum much more accessible. The new teaching methods caused excess, unnecessary work for the educators, expecting them to put in a great deal more effort in order to teach learners (Erden, 2010:36).

Many South African learners hail from rural background (Bantwini, 2010:87). These learners come from homes where books are not easily available, without sufficient resources. Library facilities are far away from their homes or are not available at all (Bantwini, 2010). These learners face many problems with regards to completing projects and research tasks. It now has become the responsibility of the teacher to assist these learners Bantwini (2010:87) states that lack of parental support is an additional aspect, with many learners requiring help with their homework. Some learners come from homes where their parents are absent, possibly abiding with grandparents who are illiterate. These pupils then arrive at school without doing their homework. Teachers are expected to teach the formal lessons, then, in addition, they are saddled with the extra responsibility of helping children with the basics, which should be the responsibility of the parents (Bantwini, 2010).

Research carried out by Chisholm and a team of academics in 2004, funded by the ELRC, regarding educator workload in South Africa, found that teachers spent less time teaching the learners and seem to expend greater periods on other duties, like administrative tasks, planning and preparation (Morgan, 2005:4).

Erden (2010:6) states that teachers complained that much more time is needed for preparation. Planning and preparation is the main predicament that the teachers experience. Morgan (2005:4) points out that the extra paper work transferred their main focus, and priorities, from actual teaching in the classroom, to attempting the implementation of the curriculum successfully and effectively. Not enough support is available, resulting in many problems being experienced by teachers, especially with regard to discipline (de Waal, 2004:64).

Wood (2007:21) states that teachers' working hours include normal teaching of lessons; collecting money for field trips and school fees; filling in and filing of documents; fund raising; preparation of lessons; marking of learners' books; teaching lessons; extra-curricular and co-curricular activities - such as sports coaching or refereeing of matches; and setting of tests and examination papers. Teachers also sometimes attend meetings after school hours, despite often working for 12 hours of the day. Their days may include teaching of lessons from 7h30 to 13h45, with a further minimum of 3 hours spent on preparation for the following day (Wood, 2007:22).

Oliver and Venter (2003:190) are of the view that previously teachers had homogenous learners in their class, now they teach a more heterogeneous group. This means that learners of different abilities, backgrounds and ethnicities are placed in one class and the teacher has to spend more time with the weaker pupil. Research was carried out in Australia by Dixon, Scott and Dixon (2008), in which they mention that lack of time was the worst problem. The teacher ceases doing any research to add to content and make their lessons more interesting (Scott and Dixon, 2008). Without sufficient time teachers are unable to produce work of a high quality or to reflect on their work. Furthermore, according to Scott and Dixon (2008) if teachers are to produce work of a high quality and improve on their lessons they need time to develop professional material. They believe that teachers are expected to have a vast knowledge of the planning, teaching and assessment aspects of the new curriculum and were also expected to give a comprehensive report on all the different learning areas (Dixon, Scott & Dixon, 2008). They did not have time to review the curriculum, nor to provide feedback to

the learners, basically resulting in teachers having insufficient time to complete the curriculum which they are expected to teach (Scott and Dixon, 2008).

2.2.1.1   IMPACT OF CHALLENGES WITH REGARDS TO EXCESSIVE WORKLOAD

A task team conducted a review of the implementation of the NCS in 2009 (Dada, Diphoto, Hoadley, Khembo, Muller, and Volmink, 2009). This report was presented to the Minister of Education, Ms Angela Motshekga. The findings indicated that teachers grumbled about the extra "*administrative requirements and duplication of work*." The planning and preparation of lessons had become much more difficult and did not seem to make a difference to the achievement of learners. Sarwar (2010), Bantwini (2010) and Bennie and Newstead (1999) mention that many teachers felt very stressed and anxious with their extra workload and heavy teaching, and the quality of their work in the classroom was being negatively affected.

2.2.2   SHORTAGE OF RESOURCE MATERIAL RESULTING IN PROBLEMS IN THE CLASSROOM

Vandeyar and Killen (2003:11) state that if the implementation of the curriculum was postponed until the schools received the necessary resources and teachers were taught to implement the curriculum correctly, it would have been a success. Teachers were struggling, as little resource material was available on the new curriculum.

According to Blignaut (2007:54) there are enormous disparities in the different schools in South Africa. Some sport the most superbly constructed blocks, with enlightening curricula among the best in the world. In comparison, there are schools that have dilapidated classrooms, without the most basic requirements like doors or windows, the learners do not have desks and chairs, there is no electricity or proper sanitation facilities and no running water. The policy did not consider the amount of variation in South African schools. De Waal (2004:64) states that it is very frustrating for educators, as well as learners, to continue with teaching and learning when there is a lack of resources - it is unfavourable for successful curriculum reform. To implement the new curriculum on such a rough terrain would exacerbate the problems and possibly return the situation to that of the apartheid regime.

Erden (2010:37), Lelliott, Munkapends, Doldge, du Plessis, Mjlolo, Msimanga, Mundalamo, Nakedi and Bowie (2009:57) feel that if there is anything lacking in the natural surroundings, the curriculum cannot not be properly executed. Naong (2008:169) reiterates that if facilities are not upgraded at certain schools, learners will not achieve the required results. Botha (2002:361) and Motseke (2005:114) are of a similar view; due to the unavailability of resources teachers were unable to deliver good quality lessons. These include a shortage of textbooks; teacher's guides; lack of apparatus for experiments; computer centre; library; proper sports facilities; and teaching aids. According to Mbeshu (2010) if there are insufficient resources the implementation of the curriculum is hampered. The most important resource for learners are textbooks and for the teachers the teacher's guide. Insufficient textbooks stops teachers from being able to deliver their lessons in the classroom, they tend to revert to the traditional method of teaching because they lack the necessary resources needed for the implementation of a learner-centred approach. Teachers use the question and answer method which is textbook-based and the lesson is "*whole class oriented.*"

Stewart (2007:3) and Chisholm and Leyendecker (2008:202) mention that there is also the issue of learner-teacher support material (LTSM) arriving late at schools. Some of the material for the implementation of OBE was in short supply. There were insufficient learning material and textbooks available especially in rural schools. These schools are in urgent need of resources impeding the successful implementation of group work, which is the basic requirement of the new curriculum. Treu et al (2010:243) and Foulds (2002) concur that the issue of resources is most prevalent in the rural schools, which are the most destitute. Schools in township and rural areas need the most amounts of assistance and support. The focus of attention should be on the needs of the schools in South Africa. If resources are made available teachers would face less tribulations and the curriculum would be implemented with greater ease (Mulaudzi, 2009:7). Teachers and learners become frustrated if they do not have the required support material to implement the curriculum as it delays the actual classroom practice. Asmal, (1999:1) the then Minister of Education, vehemently stated that the successful implementation of C2005 was being hampered due to the shortage of resources. Sometimes it was difficult, at other times impossible, to implement the curriculum successfully. Teachers could not deliver their lessons successfully in the classroom. Dada et al (2009:9) mention that teachers were expected to collate their own information for teaching in the classroom. Textbooks for OBE are not easily available and the Department of Education has not done much in providing the schools with books. Teachers require more

knowledge and skills, and the use of the textbooks enhances their ability to increase their knowledge. Jansen and Christie (1999:337) concur that "*learning material is a critical part of curriculum implementation.*" Shortage of resource material, like workbooks; reference books; and textbooks, has resulted in, and increased, the many difficulties faced by teachers. For any change in curriculum, it is the responsibility of the Department of Education to provide the necessary educational resources or the curriculum will not be successful.

According to Uiseb (2007:79) it is impractical to expect teachers who are unqualified or under-qualified, and who studied under the apartheid regime to have the knowledge and skills to implement the new curriculum, especially without any resources. These teachers have had more difficulty in implementing the curriculum.

Uiseb (2007:81) feels that any "*change process must be well-resourced.*" The shortage of resources had a harmful impact on teaching. Educators cannot distribute ample information to learners if they themselves do not have enough support material to offer to the learners. Without sufficient resources like textbooks and teacher's guides, anxiety and stress is created, with teachers unable to implement the curriculum successfully in the classroom. Teachers who do not have the necessary resource material feel completely ill-equipped in introducing and implementing the curriculum successfully and competently, this resulted in signs of de motivation and stress amongst these teachers. Terror of the unfamiliar prevailed (Mulaudzi, 2009:7 and Raselabe, 2006:3-4).

Teachers in other countries experience similar problems. Bogliaccini (2007:685) is of the opinion that in Uruguay there is a shortage of resources, e.g. furniture, books and study materials, which hinders the progress of learners. Teachers experience many hurdles along the way. They also encountered many difficulties when changes were made to the curriculum.

2.2.3 OVERCROWDING IN THE CLASSROOM LEADING TO DISCIPLINARY PROBLEMS

According to Gorrie (2009:7) discipline is defined as the conduct of the pupils and the manner in which they obey the rules and instruction of school. All the definition of discipline state that there should be "*conformity towards expected levels of behaviour.*" It is important for there to be good discipline for teaching and learning to take place in a classroom. There is

no culture of learning and teaching (COLT) in a school where good discipline does not prevail. Since teaching is learner-centred, learners must take responsibility for their own learning, with learning taking place in group discussions. Behaviour problems prevail in the classroom and as a result group discussions cannot effectively take place (Mulaudzi, 2009:7)

Bantwini (2010:86) states that there is a shortage of teachers, especially in the countryside and therefore a large number of learners are placed in single classes. According to Bantwini (2010) this is a major problem and challenge in the rural areas, as these schools find it very difficult to attract teachers due to the adverse circumstances they live in. Whenever a teacher has to be replaced, for reasons such as transfer, promotion, resignation or death, the Department of Education takes a very long time to find a replacement teacher (Bantwini, 2010). In the meantime, the class is either left without a teacher or pupils from many classes are combined into one class and the teacher has to deliver the lessons to a larger number of learners (Bantwini, 2010). According to Motseke (2005:114) a teacher often experiences many difficulties with such a large number of learners in one class, especially disciplinary problems, leading to the teacher becoming very discouraged. Adhikari (1993:29) concur that a large number of learners in one class leads to disciplinary problems.

Treu et al (2010:343) mention that it cannot be expected of teachers who are not well qualified, or who have not obtained the necessary teaching skills during the apartheid era, to manage a class with a large number of learners. Since OBE is so complicated, teachers who are unqualified or under-qualified find it difficult to handle a class with a large number and thus experiences classroom supervision problems (Treu et al, 2010:243).

According to Bantwini (2010:88) educators feel that they are being overpowered by learners and they struggle to give individual attention to them. Many of the pupils in South African rural schools have students of varying levels of ability and needs, many who come from homes where they experience a lot of hardship. It becomes the responsibility of the educator to assist these learners, who experience problems with reading and cannot work individually. de Waal (2005:64) is of the opinion that it is very difficult to implement a learner-centred approach to teaching in a class of this nature.

Bantwini (2010:86) is of the view that teachers are finding it very difficult to cope with a large number of learners in their class. According to Rose (2008:108), a class should not go beyond thirty learners. It is advisable to have a small teacher to learner ratio so the teacher will be able to give individual attention to those learners requiring more help than others.

Dibbon (2004) stated that a large class leads to behaviour problems. Bantwini (2010:86) mentions that learners of different ability levels are placed in one class. In South Africa, learners are not grouped according to their ability levels, high flyers are placed in the same class as average learners.

Prinsloo (2007:166) points out that teachers experience barriers to good teaching when they have problems with discipline. When there are too many learners in one class, teachers find it difficult to generate a tone of special confidence between themselves and individual pupils. It is imperative that teachers know the learners in their class on a personal basis so they will be aware of the learner's circumstances and abilities. Botha (2002:361) feels that overcrowding has a harmful effect on teaching and learning. If there is no discipline in the classroom the teacher feels 'disempowered'. According to Naong (2008:168) ever since corporal punishment was abolished, teachers have been placed in a very difficult position, with learners who do not seem to be afraid and disrespect authority.

Dada et al (2009:59) remark that teachers find it demanding to implement the curriculum when there are a large number of learners in one class. Some learners are ignored in large classes, which abound due to a shortage of classroom and learners with special educational needs (LSEN) brought into mainstream. Naicker (1998:4) feels that teachers were finding it difficult "*to keep their heads above water*" because they have large classes. Rembe (2005:3) and Singh (2008:53) offer support for the same argument. According to Erden (2010) and Dixon, Scott & Dixon (2008) when OBE was introduced it caused class sizes to increase, and this, in turn, resulted in the quality of teaching declining. With a lack of space and a large number of learners in one class, teaching was not productive. Mulaudzi (2009:7) mentions that OBE expects the teacher to perform group work during lessons. The principle of group work cannot be effective or administered in an overcrowded classroom (Mulaudzi, 2009:7). Dixon, Scott, and Dixon (2008) mention that the larger the class size, the less time the teacher will have to reflect on their own class instruction. In Canada large class size was an obstacle to constructive teaching, according to Younghusband (2005:46-63). Educators cannot use inventive teaching techniques in an overcrowded class and opt for lecture type method of teaching. When teachers have a small class they spend less time talking to pupils about their behaviour and more time on actual teaching.

2.2.4   PROFESSIONAL DEVELOPMENT

Mkhwanazi (2007:13) states that professional development is a method by which teachers re-evaluate; modernise; and broaden their responsibility, as transformation managers for the purpose of teaching, so they can obtain and expand their knowledge; skills; attitudes; and values. It is an ongoing change to enhance one's learning so one will be able to teach learners more successfully. Ono and Ferreira (2010:60) state that professional development is conveyed in the structure of "*workshops, seminars, conference, or courses.*"

Mulaudzi (2009:4) comments that many academics pointed out that South African teachers were not given the opportunity of receiving guidance and training, to familiarise themselves and allow effective implementation of OBE. Uiseb (2007:81) is of the opinion that changes to the curriculum must be well-resourced, and teachers must be developed professionally, so that they take possession of the reform process. Teachers without sufficient information about the curriculum cannot implement it properly. There is a necessity to reinforce teacher training, to help and organise teachers to implement the changes to the curriculum effectively (Bantwini, 2010:88). Teachers should develop sufficient knowledge and skills, and expand on teaching and learning activities. Frequent and progressive supervision and monitoring policy is essential at all times. Naong (2008:168) and Motseke (2005:114) concur that without proper training for teachers the new curriculum cannot be executed or implemented correctly. The teachers' knowledge base would be limited. Professional development should be an ongoing practice (Raselabe, 2006:21) since educators need support and direction at all times. Professional development should be 'part and parcel' of all procedures before, during and after the implementation of a new curriculum. Teachers feel they need more organisation and direction. It would be helpful if teachers can work together in the structuring of their lessons so they can support each other. They prefer a hands-on approach to training (Rogan, 2004:177). If training is hands-on, teachers get a better understanding of the requirements of the new curriculum. Pudi (2006:103) is of the view that guidance and support is essential for educators in the implementation of curriculum reform. Teachers will be able to apply a variety of teaching techniques in the teaching of their lessons.

Dada et al (2009:10) is of the view that not enough support was provided to the educators. Workshops should be held regularly for educators in all learning areas. The new curriculum did not clarify many different aspects i.e. planning, preparing, and teaching. Teachers were not work shopped regarding the content of the curriculum and were confused (Raselabe, 2006:3). There was a lot of dispute and doubt regarding many issues of the curriculum

(Erden, 2010:36). Many people were puzzled and confused and it was disapproved by many academics and professionals (Mulaudzi, 2009:3). Teachers did not have enough faith and trust in the new curriculum (Chisholm & Leyendecker, 2008:202). Teachers felt that they were not fully equipped to implement the curriculum (Knight, 2005:27).

According to Dixon, Scott & Dixon (2008) teachers need to attain new skills and knowledge. Professional development of every teacher needs to be arranged properly. It is of absolute importance to give teachers proper, good quality training so they will be well informed of the current requirements in education; this is a requirement for good education. Teachers should be offered motivation of some sort, so they will be encouraged to improve on their knowledge throughout their teaching career. Glatthorn, Boschee and Whitehead (2006:256) express the opinion that staff development will help teachers be inspired in the classroom. Numerous transformations have taken place in the National Curriculum (Mkhwanazi, 2007:4). There should be some kind of assistance in place for teachers to be able to manage the changes. With so many changes taking place in education all the time, it is essential that teachers are developed and given insight into the changes. Chatturgoon (2008:3) confirms that teachers are struggling to find their way with the curriculum changes and they are expected to change the manner by which they teach. Teacher unions such as South African Democratic Union (SADTU) and National Professional Teachers Organisation of South Africa (NAPTOSA) agree that teachers should be given professional development, along with Gorrie, 2009:1, Van Deventer, 2009, Bennie and Newstead, 1994:4 and Knight, 2005:27). Teachers were dissatisfied with the rushed and sloppy manner in which OBE, RNCS and NCS were implemented.

Erden (2010:4) is of the opinion that one of the major challenges facing teachers is support from the relevant stakeholders. Teachers need to be motivated so they will take ownership of the changes to the curriculum, which changes at a rapid pace, with teachers finding it difficult to catch up and cope with the changes. If teachers receive the necessary support and guidance from the relevant authorities their lesson presentation in the classroom will be enhanced (Erden, 2010:4). Networking is another method of boosting educators' stance, stimulating them to present their lesson better in the classroom (Bantwini, 2010:88). Teachers from the different schools could meet regularly and share ideas and resources, thus motivating them and helping to solve problems experienced in the classroom (Bantwini, 2010:88).

Vandeyar and Killen (2003:119) stated that the relevant stakeholders would have preferred the curriculum implementation date to be postponed until teachers had received adequate training. In spite of the teachers not being well trained, the new curriculum was enforced in the schools.

On the other hand, Earnest and Treagust (2006:18) state that, in Turkey, the Ministry ascertains the curriculum. The teachers are given the lessons programme, the evaluation instruments and they are given an opportunity to attend professional development workshops, conferences and seminars. This ensures the educators are well equipped to handle any challenge that they face. Lombard (2002: XViii) states that many studies were carried out in America regarding professional development. Learners show better results when they are taught by teachers who attend professional development workshops.

A Policy Paper on Teacher Education in Europe was developed in 2008, revealed that teaching is a challenging profession, with immense requirements placed on teachers and they are supposed to have all the necessary facts, ability, and expertise. Teachers have a lot of responsibilities inside and outside the classroom. They are also expected to deal with complex and private issues of individual learners.

According to Chisholm and Leyendecker (2008:202) South Africa and Namibia have similar problems regarding curriculum reform. Teachers were unfamiliar with the content and in a state of confusion. There is global agreement about the significance of teachers that are well qualified producing work of a high standard. Theorist's state that if the curriculum changes, teachers need to be professionally developed (Foulds, 2002). In South Africa, teachers attended a short five-day workshop, where they were given information about the curriculum. They were not involved in practical activities, as to the manner in which the actions could be implemented in the classroom situation. When teachers returned to school they had to transmit the information to their colleagues. This resulted in the watering down of information. Important information was not relayed, because teachers held their own opinions and knowledge of the curriculum, passing on personal biases.

Prinsloo (2007:164) provides evidence that departmental officials who conducted workshops were not well informed and were ill-equipped. The facilitators were unsure, confused and at times dazed. Their assistance and support was not sufficient and very unsatisfactory. They did not have adequate knowledge of the subject matter and did not visit schools on a regular basis to lend support. Teachers felt they were deserted, and lacked self-confidence and

motivation (Smit (2001:73), de Waal (2004:61) and Naong (2008:172). Many teachers attended the workshop organised by the DoE when the curriculum changed (Jansen, 1999:204). It was found that teachers "he*ld different understanding of C2005/OBE even within the same school*." Teachers had interpreted the information differently and consequently they implemented it in varying manners. Teachers were not well prepared when OBE was introduced in schools. The workshop provided by the Department of Education (DoE) "*was too short, too theoretical, and too late*" (Naong, 2008:168). Stewart (2007:81) states that professional training was supplied in a top down approach - information was delivered to teachers from department officials and subject advisors.

Macura-Milovanovic, Gera and Kovacevic (2010:8) noted that in Serbia, teachers must attend "*at least 100 hours of in-service training programme in a space of 5 years.*" The Serbian legislation stipulates that educators choose on which course they prefer to focus and attend workshops based on their preference, on an annual basis.

Foulds (2002) argues that rural school teachers are in dire need of training. Many of these teachers have minimal teacher qualification or no qualification at all. They have very little knowledge of the changes to the curriculum. Motseke (2005:114) further points out that many of these teachers were tutored during the apartheid era. And that their teaching paid more attention to "*drill-work, memorization, and chalk-and-talk*." These teachers have difficulty attending workshops and seminars because of their remote employment and depending on municipal transportation.

Teachers did not have sufficient direction to understand the new curriculum and the policy needing to be employed (Raselabe: 2006:3). They were unwilling to try new strategies and preferred the traditional method of teaching. Teachers were denied access to extra time for discussion purposes. They felt de-motivated, and disheartened.

According to Carl (2005:223) teachers should be consulted when the curriculum is drawn up. In this manner teachers will take ownership of the curriculum and show more interest. They should be involved in the drawing up of the curriculum, the voice of the teachers should be heard, and it should not be "*a voice crying in the wilderness*" (Morgan, 2005:5). Teachers should be given an opportunity to take part in curriculum development. The decisions regarding the curriculum are made by curriculum planners and teachers are not involved, yet they are the ones who implement the curriculum at grassroots level. The participation of teachers is imperative for their professional and individual development.

2.3   SUPPORT FROM MANAGEMENT

There is a lack of support from management at schools. Singaram (2007:21) mentions that a very important function of management at school level is to provide staff development regularly. Staff development should be part of the school programme, as it is of utmost importance. For productive education to take place in-service training is vital. Not much emphasis was placed on training educators to allow them to manage developing learning programmes, work schedules, and lesson plans. Constant professional development strengthens the work of the teacher. Observation and hands-on mentoring can be very useful. Younghusband (2005:431) states that management appear not to be aware of what issues teachers are confronted with in the classroom. This is a matter of grave concern. It is vital that management and teachers have a good, symbiotic and supportive relationship, with advice available when necessary. Mbeshu (2010:61) is of the view that "*lack of support is another hindrance for an effective co-operation in assessing teachers work.*" When teachers receive, support especially from their immediate environment, they enjoy doing more than what is expected of them. Principals should organise time off for the educators to come together as often as possible, to allow them to share experiences. In this manner teachers will be able to support each other.

2.4   CONCLUSION

This chapter has explored literature pertinent to the study. The literature study describes challenges facing teachers regarding curriculum reform. Having traced the challenges teachers face in the classroom with changes to the curriculum worldwide and in South Africa, this chapter pointed out that there are many issues obstructing teachers in fulfilling their role as educators. Certain issues need to be addressed. The authors confirm that teachers face many challenges in the classroom. The department officials and subject advisors should conduct regular meeting with teachers so they will be au fait with new developments in education. It is important to reach some understanding of those experiences of teachers by entering into their professional world, in order to appreciate the enormous challenges they face and gain insight into their experiences. It is for this reason that I have chosen a qualitative research design using the narrative inquiry as a research approach.

The next chapter will deal with the research methodology for conducting challenges faced by teachers with changes to the curriculum.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

In this chapter a range of aspects relating to the research process will be discussed. It gives a description of the research method employed, the sampling procedure, how the researcher gained access to the research site, the data collection methods - semi-structured interviews and observation. This is followed by the data analysis; assessment of trustworthiness and the limitations to the study.

The study has focused on challenges faced by teachers with changes to the curriculum and how they coped with these challenges. When the curriculum changed, teachers experienced many challenges.

Within this focus, the research question addressed by this study is:

What are the challenges faced by teachers with changes to the curriculum and how they have coped with these challenges.

This research question is guided by the following sub-questions:

3.1.1   How teachers have adapted to curriculum changes and the methods and tools they have employed to deal with these changes to the curriculum?

3.1.2   How teachers were able to cope with the increase in workload?

3.1.3   How does overcrowding in the classroom contribute to poor discipline?

3.1.4   Were the educators, who are the major role players in the implementation of the innovation, provided with the necessary training and resources to implement the innovation successfully?

3.2   RESEARCH METHODOLOGY: NARRATIVE INQUIRY

The aim of this study is to have an in-depth knowledge of the experiences of educators with changes to the curriculum. Clandinin & Connelly (2000:2) mention that the narrative inquiry

is the process of telling stories of experiences, and is a joint venture between the participant and the researcher where the 'lived experiences' are detected and discussed. The reason why I have decided to use the narrative inquiry as a method was to encourage and allow educators to communicate their stories about the challenges that they faced when the curriculum changed and how they were able to cope with these challenges.

Clandinin & Connelly (2000:20) state that narrative inquiry is a manner of understanding "*stories lived and told*", "*collaboration between the participant and the researcher over a period of time in a place of social interaction*." Narrative inquiry is a means of collecting data about the experiences of people in a specific situation, to get a better understanding of their encounter through the construction of stories.

During the interviews the participants related their stories of their journey in teaching learners in the years gone by, they also described their experiences and challenges when the curriculum changed and how they were able to cope with the challenges. Human beings make meaning of their lives through telling stories. Narratives are stories that reveal people's encounters from the person's lived experiences.

The focus of my study is challenges faced by teachers with changes to the curriculum. Clandinin & Connelly (2000) employ Dewey's criterion of 'continuity'. The past encounters of people affect their present, as well as their future experiences. Teachers face many challenges in the classroom with changes to the curriculum. They learn from their own past experiences, along with the experiences of other teachers too.

According to Zhang (2007:98) method is defined as a "*body of procedures and techniques for performing an activity*." It is organised in a methodical manner in which it will be accomplished. It is a way of presenting and executing the research (Adams, Khan, Raeside & White, and 2007:25). The researcher has found that the relevant theoretical framework best suited for this study is interpretive, with a qualitative approach. The study was interpretive as it attempted to figure out how teachers adapt to changes to the curriculum and the challenges that they face in their normal school environment. McFarlane (2000) mentions that interpretive paradigm is a massive phrase for many different paradigms although, all conveying the same thought or knowledge and describing social situations.

Interpretivism means that people have many realities, which have to be valued and understood in a particular setting or context (Le Roux, 2006). The world can't be clarified if

it does not learn how people use spoken language, illustrations, and nuances to form common practice. The purpose and significance of peoples' encounters are curtailed if not accurately depicted. The researcher needs to understand the world of the individual and their experiences (Cohen et al, 2007). Human life can be identified from within. It is how people create, communicate and interconnect within their social environment (Nieuwenhuis, 2007). It is the researcher gaining inside information from the respondent. The interpretivist paradigm prefers the use of qualitative research method and allows the researcher to get a better understanding of the encounters of the respondents in the research study.

Qualitative research as a research technique is used to gather and present data in the structure of words, rather than numbers (Mothata, 2000:136). Bazeley (2007:2) also says that qualitative methods are preferred when the researcher requires a thorough understanding of an occurrence, where more information is needed of a certain topic, or where data is only attained in non-numeric form. Data was collected though the use of semi-structured interviews and classroom observation. The data was then qualitatively analysed.

Qualitative research is a large hypothesis where many types of investigation are used to help in recognizing and explaining the meaning of social happenings with the least interruption of the normal environment. Babbie and Mouton (2001:270) emphasise that qualitative research tries to study people's action and events from the viewpoint of the participant. The aim of this method is "*describing and understanding rather than exploring human behaviour.*" According to Merriam (1998:9) there are five characteristics of qualitative research:

- The researcher wants to ascertain and understand the sense the participant has created.
- The researcher is the major instrument for data collection and data analysis.
- The researcher must personally visit the study research site to make any kind of inspection.
- Qualitative research employs an inductive research method.
- Qualitative research is explanatory in nature.

Qualitative research has many advantages which are mentioned by Henning (2004):

- Data collection can be done in a detailed manner.
- It encapsulates difficulties and complications.
- The data that is collected by the researcher brings the research to life.

The disadvantages of qualitative research are as follows:

- The data collection is time consuming and the quality must be good.
- The researcher may become too involved with the respondent, and the data that is collected and analysed may become more complicated.
- The data collection can become an obstruction in the life of the respondent.

The aim of qualitative research study is to determine and distinguish significant happenings. In this manner the researcher asked lots of open-ended questions which permitted the participants to air their views on the challenges facing them with changes to the curriculum. Denscombe (2003:267) states that qualitative research gains its uniqueness through the approach to the collection and analysis of data.

3.3   SAMPLING PROCEDURE

Purposive sampling was used for the selection of the participants. It is an important approach in qualitative research. McMillan and Schumacher (2001:433) explain that purposeful sampling is a plan to choose a small group of people, who have the essential information and relevant facts, in the case of this study, those affected by curriculum changes and the associated challenges. Purposive sampling allows the researcher to choose the participants according to the information and knowledge they possess. Purposive sampling is a "*subjective selection of sampling location based on professional judgement using prior information on the sampling site, visual inspection and/or personal knowledge and experience*" (Zhang, 2007:52). I carefully selected candidates who hold special interest for the purpose of the study. Patton (2002:242) too, says purposeful sampling is essential to qualitative research. It is information intensive and permits an in-depth study of a particular topic. The reasoning is thus - that a small sample studied in detail and deeply can supply rich information, not available when utilising a wider, surface group. For this research approach, a small sample was used to increase knowledge, without generalising it to a larger population. The researcher purposively chose participants who were able to offer substantial information into the research topic, those who'd experienced the challenges and trials allied to curriculum changes. A distinct, small group of participants was chosen to enable me to better understand the problem, allowing profound detail. The most important issue in qualitative interviewing is making sure that the respondents are people with clear and vital perceptions on the research

topic. I purposively chose participants who were able to impart significant information on the research focus, allowing me to highlight, in detail, information on the research topic. According to Berg (2004:260) participants form a geographically demarcated unit within a larger neighbourhood. It is important to choose participants who could supply me widespread and different viewpoints relative to the study. The researcher must then assess whether the responses are individual and specific or if the replies relate to, and form part of, a wider, common or shared pattern of experience.

All the candidates underwent assessment and examination through interviews employing a qualitative approach and classroom observation. The researcher used these instruments to obtain and evaluate the ideas; achievements; actions; performances; views; and feelings which were relevant and important to the research study.

Due to time constraints the research was primarily undertaken in the four schools, which were selected for proximity and convenience, in Durban, in the Province of KwaZulu Natal. The pupils of these schools are sourced from the suburb of Newlands West and the surrounding area, as well as from the neighbouring township. These students stem from widely differing religious beliefs and socio-economic backgrounds. The schools are situated is a residential area, populated by people of Indian origin, with a sprinkling of Black people. The teacher to learner ratio is 1 to 45. The educators are mostly Indians, with a few who are Black, and the majority of student ethnicity is Black. I am currently employed at one of the schools as a Level 1 educator, and have colleagues at the school, with whom I felt relaxed working with. A great many changes in staffing have taken place over the past 10 years. This chosen school has consistent academic records, implying which a firm culture of teaching and learning. I felt that I would enjoy and benefit from carrying out my research in such a setting, and that my previous knowledge and familiarity would not bias the findings of my research. I chose these schools for convenience and proximity to where I live, cutting costs of transport and access, as well as aiding in reducing time constraints, as I could visit them during school hours. I aimed at discovering what challenges and issues teachers face with curriculum changes and how they are managing and solving the associated stresses. Five teachers were selected, one male and four females. They were identified as appropriate candidates as they have multiple years of teaching experience, garnered in the era when drastic changes were made to the curriculum. These participants teach different grades, in separate learning areas. The intentional, intellectual selection process and the choice of the respondents offset for the

small sample size, as their vast expertise and knowledge added to the compilation of an abundance of data, a veritable plethora of treasured facts.

I know all the respondents; however, I will still treat all the information I receive with confidentiality.

3.4   GAINING ACCESS

I had to receive permission from the Department of Education to conduct the research. A letter requesting permission to carry out my research study was forwarded to the Department of Education in Pietermaritzburg, and is attached.

I then, personally, distributed letters, explaining the topic of study to the principals of the four schools which I had chosen, where I wished to conduct my research study. These requested permission and consent, granting me access which allowed me to carry out the interviews and data collection. The letters stated the nature and purpose of the study and also explained why I selected these schools as my research location. I advised the principals that I have a good rapport with the staff and preferred to do my research in such an environment, with my previous contact and familiarity with the staff and schools, being beneficial, rather than a hindrance to my research. I also detailed my association with the university at which I am presently studying, supplying the contact details of my supervisor. A letter from my supervisor, with all relevant information was also presented to each of the principals. The principals were very co-operative, granting me permission to carry out my research at their schools and were found to be approachable and eager, showing a lot of interest in my research study.

Thereafter, I met with the different participants individually, discussed with them my research and explained why I had selected that particular candidate for my research study. All of the participants were excited to involve themselves. I re-iterated to the principals, candidates and schools that all information received would be kept confidential, supplying consent forms to the individual teachers. The consent form/letter detailed the research topic and the purpose of the study, also expanding on why each particular school was chosen and included information about the university, the name of my supervisor and his contact details.

3.5   DATA COLLECTION METHODS

Data collection is defined as a procedure for encapsulating information for research purposes (Henning et al, 2004:79). There are many ways in which data may be collected. Data collection techniques for this research study included semi-structured face-to-face individual interviews and observation. The interviews endeavoured to encourage expanded and detailed answers from educators on the challenges and stresses they face regarding curriculum reform and how they adapt to the challenges. I also observed the educators in the classroom which aided in understanding and expanding the information already received from the interview.

During an interview session the interviewer sees a lot that is happening (McMillan & Schumacher, 2001:406). In qualitative research, data collection occurs within the natural environment. For this research study I visited the schools where the participants work, allowing me to garner comprehensive information about the candidates' operational environment, considered a vital component of this particular research. The semi-structured interviews and observation are discussed below.

3.5.1   SEMI- STRUCTURED QUALITATIVE INTERVIEWS

In qualitative research, data may be gathered through interviews. Punch (2005) stated that interviews are one of the most essential ways of gathering data. Mothata (2000:89), Henning et al (2005:53) and Walliman (2001:240) concur that interviews are essential data gathering tools and techniques. If the interview instrument is used correctly and accurately, the information obtained from the interviewee should be precise and indicate sincerity. The main purpose of an interview is to figure out what is "*in and on someone else's mind*" (Patton, 1990:278). The researcher conducts interviews to determine concerns that cannot be directly observed and which are personal, differing from individual to individual. The interviewer is able enter into and better understand the interviewee's perceptions, insights, perspectives and state of mind (Patton, 1990:196).

Lang and Heiss (1994), McMillan and Schumacher (2001:268) and Bell (1993:25) write about the strengths and weaknesses of a qualitative interview. These are described as follows:

- Interviews give the researcher the chance to be accepted and to deviate from questions that have already been prepared. The vague answers can be explained and expanded upon.

- The interviewer can directly clarify information that is not immediately understood, while the interview is in progress, not having to wait until the data analysis stage.

- The interviewer can note information on the facial expressions, body language and gestures, along with tone and character remarks, during the interview process. These may be relevant, significant and important when regarding certain research questions and the answers or reactions of the respondent.

- The researcher may probe or prompt the participant to clarify, or further expand on details, to see whether the responses to the questions asked are honest and accurate.

- An enormous amount of information can be shared, openly or in confidence, in a relatively short space of time.

- The interviewer can alter, modify and adjust the interview schedule as the interview develops, customising, tailoring or matching it to each respondent.

- It permits the researcher to conduct a detailed examination of the research topic.

However, interviews also have many limitations, including:

- The participant may not give a true account, purposively or unintentionally. The respondent may say what he or she thinks the interviewer wishes to hear, not what they truly think or they may purposely prevaricate, using mendaciousness maliciously or for personal reasons.

- The interviewer can become pre judgemental.

- The interviewer may incorrectly, inadvertently read into what is said a different slant, than what is in fact meant or hear what they wish to, not what is actually being said.

- The interview can be affected by the sort of relationship the interviewer and the interviewee share.

- Privacy may not always be possible.

Punch (2005) claims that there are different kinds of interviews, namely "*individual; group; face-to-face oral exchange; mailed; personally managed questionnaires; and telephone surveys.*" The interviews can either be structured, semi-structured, or unstructured. I decided to choose semi-structured interviews. This interview sits between the structured and unstructured interview. Unstructured interviews incorporate open-ended questions, permitting the interviewer to receive direct responses. William (2005:285) is of the opinion that when the interviewer wants to conduct an interview he must know what he wants to receive from the interviewee and what he wants to do with the information that he has received.

Semi-structured interviews are flexible and adjustable. The interviewer can explain and obtain detailed responses from the participant. For the study open-ended questions, which form a very flexible tool, were drawn up. Berg (2004:80) describes semi-structured interviews as a kind of interview which engages the employment of a set of questions on a particular topic. Darlington & Scott (2002) state that even though face-to-face interviews take up a lot of time and can be biased; this is the most widely used data collection method in qualitative research. The researcher is able to obtain comprehensive answers immediately (Neuman, 2000:272). All the participants were given a chance to give their views and experiences on the research topic, as guided by the questions. This allowed the participants to answer the questions as best as they could and in the manner they preferred. I participated, interceded and managed the interviews by asking probing questions, prompting the participant for clarity purposes and to gain a better understanding of what the respondent was saying. The participants were allowed to express themselves openly and freely. Many questions were asked, with additional enquiries employed, when needed, to gain a deeper understanding of the participant's views. This gave me an opportunity to adjust the questions, affording me a better understanding about the thinking process, views, emotions and knowledge of the participant (Robinson, 1998). The entire process was very flexible. I had the liberty to digress beyond the initial questions prepared for the interview. As the interview developed new, better thoughts and ideas surfaced with richer, more profound, thicker data gathered. The objective of the interview was to incite reaction from the participant on the challenges facing them with changes to the curriculum and how they cope with these challenges.

McMillan & Schumacher (2006:351) state that the interviewer can prod and obtain more information, explaining certain concerns and questions which are not properly interpreted by the participant. Henning (2004:53) feels that "*the interviewer has to control the process in order not to let the speakers deviate from the topic and also to make sure that no leading questions were asked and that there is no contamination of any kind.*" In so doing the researcher did not waste much time on matters that did not concern the research question. The questions were devised long before the interview actually took place and were important to the research study.

I selected candidates with in excess of 20 years teaching experience for the interviews. These teachers would have gone through many curriculum changes in their teaching career, allowing them to be rich wells of information and data for my research study. I contacted

each of the participants telephonically, settling on a date and time for the interview which was most appropriate and suitable for the respondent. I felt that the participants would be more relaxed being interviewed in their homes. Before the interview began I again mentioned the topic for the research, discussing the consent forms individually and collecting a written consent. I again stressed that confidentiality was of utmost importance and informed each participant that they could discontinue or terminate the interview at any time, should they feel uncomfortable or stressed. Most participants mentioned that conducting the research interview in their own homes re-assured and comforted them; helping alleviate time constraints and not impacting negatively impact on teaching and learning periods at school. At school the teachers were very busy attending meetings, going on duty, serving relief etc. All the teachers were interviewed in private, face-to-face sessions, at a time most convenient to them.

I mentioned to the participant how essential and valuable their views were. In-depth interviewing permitted me to understand the actual experiences, views and episodes of the participants. I would not have been able to collect such plentiful and detailed data from any other source.

I asked for permission for the interview to be audio-taped and voice recorded, an important part of the qualitative interview process, allowing subsequent, repeated listening, transcribing and data analysis. I did not have to divide attention between talking, listening and recording information; however, I did make notes during the interview. These notes revolved around elements and issues, like expression, body language and other nuances, that otherwise would be missed or not depicted, but which are central to the analysis process. I used two methods of recording the interview namely an MP 3 voice recorder and a dicta phone due to the possibility of indistinct sound during the taping. I can return to the audio-taped interview to recall or rehear any information that I may require. The data was analysed by identifying themes and patterns.

I had little experience in the conducting of interviews but made a valiant attempt, to the best of my ability, ensuring that questions were asked correctly, giving the participant adequate time to answer the questions, probing correctly, and not encouraging or prompting the participant, as this could lead to invalidity. The interviews were conducted over two weeks. This gave me sufficient time to look at each interview individually.

3.5.1.1 TRANSCRIBING THE DATA

According to Bazeley (2007:44) transcribing of data engages interpreting from spoken language to a printed language which has its own rules. I recorded the interview to make certain that the entire conversation had been depicted. Transcripts are deductions that are made by the researcher. There is always the possibility that the transcribed words may differ from exactly what was stated during the interview. The varied differences in feeling, tone, appearance and signals or gestures cannot be recreated or depicted when data is transcribed. I transcribed all the interviews that were recorded precisely, as soon as each was completed. A written account of the participants' body language and gestures during the interview was also kept.

3.5.1.2.   PILOT INTERVIEWS

I carried out a pilot interview with two teachers from the school where I am currently teaching. This was done for convenience purposes. The reason for these pilot interviews was to gauge whether the questions were pertinent and clear. During the pilot interview the colleagues were asked the same questions as those utilised in the study interview for.

The following took place during the pilot interview:

- I explained to the teacher the topic for the research study and outlined the purpose of the study.
- The interview took place at a time convenient to the teacher and data was collected.
- The information was then transcribed.
- The transcribed data was analysed.
- This allowed me to gain an idea of the possible patterns and themes that could stem from the actual interviews.

The pilot interview gave me a basic image as to what to expect in the interviews, informed me on themes and allowed knowledge as to the types of probing questions that could be used. It helped me find which types of questions were relevant and aided in confidence building, allowing me to be more relaxed during the actual interviews and with the questions. This gave me a better understanding of what challenges teachers face and how they are able to cope with these challenges. I realised the importance of not asking leading questions, although I should ask probing questions.

This practise operation set the model for the actual interviews. The process supplied more confidence with regards to the procedure involved in an interview process and how prompting and probing can enhance an interview. It supplied me an opportunity to listen, observe, and focus on my research.

3.5.2 OBSERVATION

Prior to observing the participant in the classroom, I made telephone calls to check when I could visit the participant. I used an observation schedule to verify what the participants had mentioned in the interview. I was able to gather valuable data by observing the participant and the learners in their social settings. Observation is important in qualitative inquiry (Hatch, 2002:111). According to Cohen et al (2007:396) observation as a research tool allows the researcher to collect "*live*" data from a natural venue and the researcher can see exactly what is happening, not gaining information 'through the grapevine'. Bless and Achola (1990) further point out that observation is the tracing of experiences as it is seen by another person. There is the possibility that when a person is being observed they may change their behaviour. Observation is directed by the fact that it must be properly planned, with the researcher knowing exactly what to observe and how to observe it. The observation must also be documented in an orderly and standardised manner.

Henning et al (2004:82) states that observation takes place by seeing, and also by using the other senses. It is important that the researcher is neutral and alert, so the researcher will be able to uncover information. This research instrument was chosen because I am an educator at one of the research sites, increasing the reliability and validity of the data collected. By observing, I am able to confirm, verify, and gain first hand information of their working environment without talking to the participant. Through observation the researcher uses her senses and instinct to gather information on the research topic (Nieuwenhuis, 2007, Gorman and Clayton, 2005:40). I was able to get a multifaceted idea of the occurrence being investigated, in the natural setting of the work environment. I did not have to listen and accept what the participant says but can actually see what is happening in the classroom situation. The researcher may notice that what the participant says, and what happens in reality may differ. Observation as a method of data collection offers a reality check. Due to time constraints observation at school was conducted just once, which was pre-arranged with the participant.

3.6   DATA ANALYSIS

Data analysis is a procedure that allows the researcher to summarise the data in text form (Henning et al, 2004:122). Qualitative data analysis is an inductive procedure of arranging data into groups and recognising patterns among the groups (Hoberg, 1999:131). Data was examined by generating themes that appeared during the research. Cohen et al (2007:461) mention that good data analysis entails arranging, describing, and explaining the information that is gathered - how the researcher makes sense of the information that was collected from the participants, in terms of patterns, themes, differences, and commonalities.

The process for analysing qualitative data engages vivid accounts of the circumstances. It is about arranging data into categories and recognising patterns (Denscombe, 2003:272 and Mcmillan & Schumacher, 2001:462). In the literature review I looked at challenges facing teachers with changes to the curriculum. The analysis sought to find out what challenges teachers face with curriculum reform and how they adapt to these challenges.

Data was grouped through coding. In coding qualitative data I was expected to organise the data into categories. Coding offers an orderly manner of looking at data, moving from the tangible to the intangible. Firstly, I transcribed all the interviews and compared the different interviews. I had to go back and forth looking for themes; patterns; differences; and similarities. Whenever there was compatibility to the same code it was removed from the original transcript. This information was collated as the raw material for an iterative process. I collected data and analysed it, with this process being continued and repeated a few times. I gave each of the interviews a code to which it was related. I also re-listened to the tape recordings of the interviews, which helped me to check to see whether the transcripts were correct.

3.7   TRUSTWORTHINESS

The issue of validity and reliability is not very important in qualitative research. Researchers such as Guba (1981), Silverman (2001) and Lincoln (1995) show how the terminology of trustworthiness; credibility; transferability; dependability and confirmability can be used in qualitative research. I addressed the concern of trustworthiness by looking at what Guba (1981) mentions as the criteria vital to ensuring that qualitative research is trustworthy.

Credibility

I used a research method that was well documented. I became accustomed to the schools and the participants with whom I worked. However, the findings of this thesis are in no way biased. I selected different research sites, which I have discussed in greater detail. Participants could withdraw from the study at any time. I included participants who were really interested in taking part in the research study and they were forthright at all times. I tried to ensure the participant was not being afraid of 'losing credibility' with the people in charge of the research site. I used iterative questioning i.e. probes and re-articulated certain questions. I interacted with colleagues who gave me advice and comments.

Member checks:

It is important to check whether the data is correct in all respects. I gave the participants an opportunity to read the information they shared and they checked the data to see whether it was construed correctly, allowing them to validate the information.

Transferability:

I have given adequate information about the data, to allow the reader a good understanding, and to make evaluation and comparison. The reader may apply it to other situations and people, making it transferable. I have mentioned the number of schools that I used as a research site, their situation, the number of respondents engaged in the research and whether there are any limitations to the participants. I have discussed the data techniques that were used.

Dependability:

Dependability goes to repeatability – if the study was replicated, in the same environment, with the same technique and respondents, would it yield the same end result? Credibility and dependability are closely related. The information that I have supplied is detailed to permit other researchers to do similar work. This will tell other researchers if proper study exercises were followed.

Conformability:

The results relate to information from the participants and not the researcher. The research process is available for audit trial to any person requesting it.

3.8 LIMITATION OF THE STUDY

If the researcher admits there were limitations to the study, then the reader values what limitations the researcher had to undergo (Vithal & Jansen, 2006). This research was a small scale study, as only a few schools were observed and few teachers were consulted. Therefore this research study cannot be generalised. However, this research study gave a comprehensive, detailed account of challenges faced by teachers with changes to the curriculum. Due to time constraints I was not able to conduct my research with a larger number of participants.

3.9 CONCLUSION

This chapter presented an overview of the research methodology that was used in this research study. This study is an interpretive, qualitative study that endeavoured to find out how teachers adapted to curriculum changes and the challenges that they faced. The qualitative research method was used to collect data to obtain meaningful insight into the opinions and beliefs of the participants. In this chapter I discussed the sampling procedure, how I gained access to the research site, research method, data collection, data analysis and limitations of the study. I used a qualitative approach where I employed semi-structured interviews and observation as my research tools. I also deliberated on how each of the research tools was put into practice. The data analysis procedure was explained in detail.

The next chapter includes narratives of the participants in the research study.

CHAPTER 4

CONSTRUCTION OF NARRATIVES

4.1. INTRODUCTION

In this chapter, stories developing from this inquiry are reports of the participants' actual experiences in a school and classroom situation. Yast, Sal, Pam, Tina and Nish (pseudonyms) were the five (one male and four females) selected participants for this research study. Qualitative semi-structured interviews, consisting of open-ended questions, were used to allow the researcher the chance to use probative inquiries to elicit clear responses. The interviews were recorded on a voice recorder and transcribed verbatim. McMillan & Schumacher (2001:461) defines qualitative analysis as a method of organising data into categories and recognising patterns. I sorted and arranged data according to themes and the number of times a word or concept within a phrase, sentence and paragraph came up.

In presenting my findings I decided to incorporate quotes from the respondents to show the similarities and differences in the individual comments and to illustrate their thoughts and opinions. The researcher also analysed documents and conducted observations, which helped to compare what was mentioned in the interviews. The key themes that surfaced are an increase in workload; overcrowding in the classroom, leading to poor discipline; insufficient professional development; and a substantial lack of resources.

The purpose of this chapter:

1. Construction of the narratives
2. Presentation of the 5 narratives of the different teachers.
3. Discussion of the analyses of the narratives.

4.2   CONSTRUCTION OF THE NARRATIVES

I conducted interviews with five participants to get a better understanding of the 'lived' or actual experiences of teachers. Some of the interviews were conducted at the homes of the teachers, where they were most comfortable. Other interviews were conducted at school

during the participant's non-teaching periods. When I was unsure of certain information I re-consulted with the respondent - either personally of telephonically.

The interviews were transcribed. I listened to the transcripts over and over, looking for themes emerging from the face-to-face interviews. When I completed writing the stories of the teachers I issued each a copy of 'their story' for verification purposes. Some of the information was not depicted or interpreted exactly as they intended. Changes were made by the participants and then, they were accepted as a true reflection of their stories.

I guaranteed the anonymity of all the participants. The names of all the participants and the research sites were changed. I used a first person voice in each, to allow the narrative to be more valid as I wanted their voices to be heard.

4.3   NARRATIVE OF PAM

My name is Pam (pseudonym) and I have been teaching for 20 years in the Intermediate Phase. I have a passion for teaching because I love working with children. I first started teaching at a primary school, in a temporary capacity and then I taught at a special school.

After teaching for 8 years in a temporary capacity I became a permanent teacher. My journey into teaching was very troublesome and difficult, due to the rationalisation and redeployment process, which created a lot of stress and strain and left me feeling very insecure.

When I first started teaching, it was very exciting. I was very happy and had a lot of confidence. I studied at a teacher training college for four years, learning to teach in the traditional method. The principal, heads of department and teachers were very supportive and helpful. There was not much paperwork and I could complete all the tasks that were assigned to me at school. Even my marking was finished by 4 0'clock in the afternoon. The rest of the day was for me to spend with my family, run my personal errands, and do my chores at home.

I was not taught, or exposed to teaching in, the OBE method so it demanded a lot of learning, relearning and absorbing of new material. There was suddenly too much integration of subjects, changes to the timetable, new terminology and assessment techniques. This created a lot of problems for teachers. Changes to the curriculum had a severe impact on education,

with teachers were left to their own devices. After changes to the curriculum were introduced, I felt confused. I was swamped by demands to do additional work. My class was in a state of chaos. I felt like I was left alone on a deserted island.

I felt I could not cope with the extra work that I was supposed to do. This new curriculum was simply a total work overload to me. I had no time to reflect on my teaching. Record keeping had considerably increased and had become quite taxing, especially with regards to assessments. I have the following books and files in my possession: teacher file; assessment file; teacher portfolio; one learning area file for each of the learning areas that I teach; homework record book; situation book; remedial work file; sports file; IQMS file; and defaulters book.

I cope with the extra workload by working after school hours. Teachers of the same Grade share lesson preparation and worksheets. Three teachers teach the same Grade. Each of us plans and prepares lessons for three learning areas. This helps us and decreases the workload.

The teacher training that I received was different from what I am expected to do in classroom now. I attended a 5-day workshop which introduced me to OBE/C2005. The training was vague and insufficient. I was identified to attend workshops in some of the learning areas. The workshop did not empower me with enough information to implement the curriculum in the classroom. Too little time was allocated for the workshop, and I was not well equipped. After the workshop I was more confused than ever, because of the difficult terminology that was used. The facilitators were not very familiar with the subject matter themselves and they seemed to lack the necessary knowledge required for facilitation purposes. When I came back to school I did not know where to start. Besides which, I was given the task of cascading or passing on the information to the other teachers who teach the same learning areas. This was a traumatic experience for me and it was a daunting task. I had to do a lot of reading on my own to familiarise myself with the content. At the beginning I was in a quandary as to what was expected of me. Teachers were just expected to accept the changes to the curriculum and implement it. I had to challenge my own belief system; everything was contrary to how I was taught in the traditional way.

I engage with teachers after instruction time. We share resources and problems that we experience in the classroom. I receive a lot of support from my colleagues. Some teachers attend different workshops and they share ideas that were relayed to them at these meetings. I had to teach learning areas that I was not accustomed to teach. I did not teach Technology;

Afrikaans; Social Sciences; or Economic and Management Sciences previously. I was not trained to teach in these learning areas. I had to familiarise myself with these subjects, on my own time and own initiative. I felt that I spend too much time on planning, preparation and recording. I had to make learning relevant to the learners' backgrounds and context, and as learners come from varying background and academic levels I had to adjust accordingly. Accommodating the diversity of needs and demographics is a challenge. Teaching and learning suffer because I spend a lot of time on administrative tasks. There is a lot of demand placed on the teachers. Curriculum overload is a reality. Inevitably I use up my teaching time to complete work that is required by management.

I plan my lessons well in advance. The lessons are well structured and significant to the learner. I use different teaching methods in the classroom. I maximise the time that is available for teaching. The activities that the learner is expected to complete are planned early. It is very important for me to get the attention of my learners before I commence with the lesson.

In the past I had fewer learners in my class and I was able to give individual attention. I was able to give support to the weaker and brighter learners - I was able to do remedial work to assist the weak pupil and I also helped the brighter learners by working with enrichment exercises. Now the large class is a major problem. There are too many learners in my class and I cannot help everyone individually. The bigger the size of the class, the more variety there is in the pupils' abilities. It is not possible to meet the requirements of all the learners. The new curriculum requires learners to work in groups. When the pupils work in groups a lot of noise is created. The noise creates a lot of tension and increases my stress level. I am not able to observe all the learners. Discipline is a major problem. I have to respect and tolerate learners from different background. I spend a lot of time talking to pupils about their behaviour, losing valuable teaching time. Once I had a learner in my class who was an orphan. She lived in the children's' home. I disciplined at her for being disruptive during lesson. She took a stone and wanted to throw it through the window of my car. Luckily the principal intervened and stopped her. This is just one of the problems that I have to contend with. There should be more guidance offered by the department to handle behavioural problems of learners.

I try to cope with behaviour problems. Firstly, I establish rules in the class. All classrooms need rules to function effectively. Together, with the learners, we work out what behaviour is

acceptable in class and ensure there will be penalties for defying the rules. The rules are based on positive discipline and assist the pupils in learning good behaviour. The rules are written on a chart displayed on the classroom wall. All the learners sign the rule chart and they must abide by the rules or there will be consequences.

Financial constraints in schools burden us. There are not enough funds for resources. It is a personal challenge for me to raise funds. This too impacts on contact time and learning. For me the shortage of resources is a hindrance to teaching and learning in my classroom. I do not have sufficient textbooks for the learners; nor do I have a teacher's guide to consult when I am planning my lessons. Sometimes as many as 3 or 4 learners share a single textbook. I find, at times, that some of the learners do not contribute to the lesson because they do not have textbooks. We do not have computers or proper sport facilities at school. I feel de-motivated and discouraged because I cannot achieve my objectives with all my learners. C2005 and RNCS state that the learner is the centre of teaching and learning. My learners are disadvantaged because they do not have the necessary resource materials.

I try to accumulate books on my own. I try to purchase books at my own cost. Whenever a book store has books on sale I buy them, to assist me with my lesson preparation. These books help me with preparation of my lessons.

I find that teaching has become very stressful and I seem to be hanging on by a thread. I hope that the department can assist in some way, so I would find teaching a pleasure as I did in the past.

4.4   NARRATIVE OF TINA

I am Tina (pseudonym) and I have been a teacher for the past 25 years. I taught in the Foundation Phase as well as in the Intermediate Phase. When I first started teaching, I loved my job. Children were always eager and ready to learn. I had a very small number of pupils in my class. Parents were very co-operative and instilled in their children an interest in education.

Learners were well disciplined. Teaching and learning was the most important aspect of schooling. I spent most of my time actually teaching in the classroom. It was easy to handle the learners. The learners showed a lot of respect for teachers and were prepared to learn.

There were no complexities like multiculturalism and multilingualism. Learners did not have to share resources.

There has been a drastic change to what happens today. My job entails a lot more than teaching. When the curriculum changed, it was a very challenging step for me. I was overwhelmed by the requirements expected of me, from both the DoE and the school management. I have a lot of unnecessary record books and files in my possession. I had to first learn the subject matter myself, before I taught my lessons in the classroom. When I reach home at the end of the day, I feel very tired.

Troublesome behaviour is a major challenge for me. I have 45 learners in my class and this leads to classroom management problems. Some of the learners need my attention all the time. I cannot give them individual attention because there are just too many of them. It is difficult to do remedial work with learners. I also have learners who come from broken homes or are living with a single parent. Some of them come into the class with lots of problems and refuse to do the work assigned to them. Some of the learners come hungry to school and cannot concentrate on lessons. I have many learners who arrive very late and miss out on work. There are many instances of bullying reported. I am struggling to cope with all these learners in my class. I am supposed to be sufficiently equipped to handle a multicultural class and learners with problems. When I discipline the learner, parents either telephone the principal and complain, or personally arrive at school to lay a complaint. I feel like I am in a no win situation regarding discipline. It takes a lot of time and energy to supervise learners who exhibit unruly behaviour. I find that I am constantly talking to learners about their lack of discipline and not doing what I am supposed to do.

In my class there are some learners who work faster than other learners. These learners complete tasks much sooner. As a result they begin to misbehave. I have emergency plans in place for these learners. I plan extra classroom activities and worksheets for them. I also have a wide range of reading materials available for these learners, including magazines, newspapers, puzzles and library books.

I have to cope with administration tasks and a heavy workload. At school I do not have enough time to complete all my work. The learners in my class are of varying ability levels and from diverse population groups. I try to cater for all the learners by assigning different levels of work for them. I have to work for many extra hours each day to cater for all the

learners in my class. This takes up so many hours of my time and much effort, especially the recording of assessment tasks, and as a result, teaching time is lost.

I have colleagues at the neighbouring school. We share preparation files, worksheets and any other relevant information. It makes the workload much lighter for all of us. There are times that we share the same tests and examination papers. However, I make minor adjustments to these papers to cater for the different levels of abilities among my learners.

Learners are given homework on a regular basis. I have many learners who have single parents. A number of learners live with grandparents who are illiterate. They are also further disadvantaged, as they are not taught in their mother tongue. These learners do not receive the necessary assistance from their families at home. It becomes very frustrating for me as these learners do not do their homework and it becomes my responsibility to help them, adding to my excessive workload. There are many other responsibilities that are expected of me, like filling in of forms; sporting duties - cricket, training for athletics; market day activities; co-curricular duties; attending workshops and meetings; fun run; prom; concert; train learners for assembly talks; special events; fund raising etc.. I feel that I am overloaded with work. Keeping of records places unrealistic demands on me, I am a teacher and not a secretary. When learners bring school fees, it is my duty to make out receipts. Some days I feel I do not have time to breathe. When a teacher is absent I have to serve relief. Sometimes I do not have a few minutes to spare in the day. It becomes very tiresome.

During certain fund raising drives, more time is spent on planning and preparing learners than the actual teaching. Preparation for a recent prom took up to half an hour per day. It begins with distribution of forms, collection of money and training learners. This activity spans over a period of two months. In the meantime, learners are losing out on valuable teaching sessions. After-school meetings take place on a regular basis. I end up taking the major part of my work home, like marking of books and planning lessons for the following day.

I was not equipped with sufficient resources to assist me with my preparation. Learners who come from the nearby township do not have resources. Libraries are scarce and I have to give learners resource material to complete projects. My school library is not functional. I have to put in extra effort to help these learners. This cannot be done during teaching time so I use up my lunch breaks to help the pupils when I am available. Textbooks for learners are scarce. The Department of Education does not provide sufficient resources for all the learners. Many learners have to share books. My school is not in a financial position to purchase textbooks.

The learners are disadvantaged. I cannot allow the learners to take books home as there is a vast shortage. They cannot use these books for extra work or homework purposes.

I take the initiative to borrow books from my friends at other schools to enhance my lessons. I also download information from the internet, which is current and very informative. I also try to get information from the municipal library.

The issue of language is another dilemma that I am faced with. I have many learners in my class who have a language barrier. I have to switch at times in the hope that learners will understand the lesson. I am not fluent in the language so I also get assistance from learners who understand both languages. This can be quite a frustrating problem as I have to complete my lesson in the allocated time.

I attended a 5-day workshop before the introduction of OBE/C2005. It was very vague and rushed for time. The explanation that the department officials gave was very confusing. No follow-up workshops were conducted. The departmental officials need to have a close working rapport with the teachers of the different schools, so that they will be aware of problems teachers are facing in the classroom and give advice and assistance. I have many difficult realities that I face in the classroom.

I try to attend workshops organised by the DoE as often as possible. Teacher unions also offer many workshops on different topics. These workshops are very informative. I have decided to attend meetings organised by AMESA since I teach mathematics.

I believe that my salary is not in keeping with the extra workload that I am expected to do. People in the private sector earn much more than I do, in spite of having less experience and their qualifications are much lower. I may finish school at 3 O'clock but my work takes me late into the night planning and preparing for the following day. I feel that I am not comparatively compensated for the number of hours I put into teaching.

Recently I was taken very ill and I was hospitalised. I took an entire term off from school to recuperate as I was not well enough to return to school. This is when I realised that the extra workload was taking its toll on me. I am back in school but not in the best of health.

4.5   NARRATIVE OF SAL

This is my 25th year of teaching. I have taught the Intermediate Phase for my entire teaching career. However, presently I also teach certain learning areas in the Foundation Phase. I work together very well with the other teachers. Everyone is willing to help the next teacher. I enjoyed teaching for the first 10 years of my career.

After the new curriculum was introduced, I felt disheartened. I felt that I was not able to accomplish very much with the learners, as I did before. OBE/C2005 was introduced very hastily. I did not know exactly what it was all about. I had to contend with many different and difficult realities on a daily basis.

The short term workshops that I attended did not give me much to go by. Departmental workshops were very irregular. I am of the opinion that it is crucial to train teachers before a new curriculum is implemented. Teachers seem to be falling behind because they were not trained adequately. At my school a few teachers attended workshops when the curriculum changed. They had to cascade the information to the rest of their colleagues when they returned to school. These teachers themselves had differing understanding of the same workshop. The result was misinterpretation and miscommunication of important information. I was very confused. At school level we consulted with each other to draw up our learning programme, work schedule and lesson plan. This was a very long drawn out task. The Department of Education did not supply much resource material to assist us in our planning and preparation. When teachers attend training it adds to their knowledge. Very few teachers in my school try to further their studies. They feel that the training they received 20 years ago is sufficient. They may not have sufficient knowledge and skills to teach in this current day and age.

Sometimes workshops are held at school in areas in which teachers need assistance. They are quite helpful and informative. Teachers are given an opportunity to conduct workshops at school level. I also consult with professional bodies outside school to increase my knowledge and skills. I try to cope with changes to the curriculum by reading bulletins and circulars on a regular basis.

In a short space of time the curriculum was changed, it was revised and we were introduced to RNCS and NCS. What does this say about our curriculum planners who supposedly are the experts? I was grappling with the changes and their consequences.

There were too many learners in my class. Discipline became a big problem. The learners refuse to listen and I seem to spend too much time on discipline. However, I am trying to cope. I get some assistance from the SMT and at times I call parents to discuss the behaviour of the learner. This helps to a certain extent, if the parents are prepared to assist and not criticise me for the behaviour of their child.

To assist me with behaviour problems, I have introduced a behaviour chart. I, together with the learners, drew up a rule chart. This helps to promote successful learning. The rules were unanimously agreed upon. There are a few rules but it must be followed. Whenever learners behave well I praise them.

I feel I cannot complete my work at school. Much of my time is used up at home doing my school work. I do my planning and preparation at home after school and during the weekends. I work into the late hours of the night which is very tiring. The marking of my learners books are also done at home. I cannot find the time at school to do any of this work, because of the extra work that is thrust upon me. I have learners of different ability levels in my class. Their needs are varied. My duty is to assist all the learners in my class, which I find very demanding. It is very exasperating because some of the learners need more help than others. Learners with high intellectual ability are not catered for or given assistance because I do not have the time to give them individual attention.

After school we meet to discuss our problems and share our troubles. I share my resources e.g. work schedules, lesson preparation, worksheets etc. with other educators. When we share our work it makes life much easier.

Fundraising is a major task that I am responsible for. Too many fundraising activities take place during the course of the year. The majority of the parents do not pay school fees and we, the teachers are expected to bring in funds. This takes up a lot of time and effort. My duties entail assisting with sporting activities; house mistress; fun run duties; chess; concert; awards day; spring presentation; ground duty once a week; and charity. I am also involved in co-curricular duties which involve oral communication throughout the year. I coach chess during the lunch breaks, when I am not on duty. It takes up a lot of time. All the teachers are given duties when school functions take place. When my school hosts a certain code of sport all the teachers are expected to be present at the function. Different activities take place during the course of the year. At my school I am the co-ordinator of volleyball. I coach four volleyball teams, during both lunch breaks for three days of the week. During the other two

days of the week I am on duty in the morning, during both the lunch breaks and also after school. I really feel that I am overworked. There are times when I feel so exhausted that I do not feel like being at school.

Circulars were received by schools which makes mention of combining learning areas in the year 2013. This will be welcomed by many teachers as there is too much paperwork. In my school teachers teach all the different learning areas in their own class. They are classroom-based. If some of the learning areas are combined there will be less paperwork involved. This is great news for all of us.

There is a lack of resource material for teachers and learners. This frustrates me because I cannot accomplish all that I would like to with the learners. Successful teaching and learning is hindered, due to lack available visual materials, which are important in the teaching and learning process. In a class of 48 pupils, I have about 15 books for the learners to share. Sometimes 3 or 4 learners share one book. This creates a lot of problems in the class. My school is 45-years-old. The classrooms were built small and do not cater for accommodating a large number of learners. Small desks and chairs have to be used so all the learners can fit in the classroom. I use a desk as a table because there is not enough space to place a table. I try to get support from the parents and community in assisting in providing me with resource material.

I do a lot more than I am supposed to do. I feel that I should be compensated. Teachers should be motivated, which will add to their performance. In this manner the learners would benefit, as the teachers would work to the best of their ability.

4.6   NARRATIVE OF NISH

I am an Intermediate Phase educator. I have been in the profession for the past 27 years. I have taught Grades 4, 5 and 6 during my teaching career. I come from a family of educators, although, at first, I was not sure which career path to choose. Since my mother was my role model, I decided to attend university and train as a teacher. She was overjoyed at my choice and somehow I seemed to enjoy teaching.

When I first started teaching most of my students were of Indian origin and lived within the vicinity of the school. I felt very comfortable teaching. The learners were very well behaved.

After the curriculum changed learners of different cultural groups were placed in my class. It was a culture shock for me. Here I stood, in front of a class, with learners of different races. I found it very difficult to adjust. I had to contend with learners who had language barriers. Many of the learners could not understand English, which is the LOLT of the school. How will I be able to teach learners who cannot understand me? This is where my challenges began.

Relevant material regarding the change to the curriculum was in short supply. Learning material, like text books, were delivered very late to my school. There is a shortage of basic resources, which restricts successful teaching and learning. If I do not have resources, the quality of my lessons cannot be good. I need resources to enhance my lessons so my learners will benefit. The school is not in a financial position to purchase textbooks for all the learners. Up to 3 learners share a single textbook. Learners experience problems with copying of notes and I, again, have to contend with behavioural problems. It is a cycle that never comes to an end.

I borrow books from the municipal library on a regular basis. These resources are very helpful in the class. Teacher's guides and textbooks are also available. I make use of these books by photocopying relevant information. I also try to purchase books from the book sellers. Businesses in the area are also helpful in assisting with the purchase of books.

In a Grade 6 class it is difficult to teach learners who have not yet even learned to read. My dilemma was: where do I start? What do I do? I need help. I knew I had to either sink or swim. I decided to swim and have tried very hard, that is why I am still in the teaching profession today.

My day in the class is exhausting. I have 48 learners in my class and it is overcrowded. There has been an explosion of pupils in my class. I struggle to give personal attention to learners. My class include learners with various needs. Many come from the nearby township. These students have multiple needs and require more attention. When the curriculum changed, these learners were at a disadvantage. I am expected to conduct group teaching. The learners become very noisy and disruptive. I seem to spend less time on teaching and more time talking to pupils about their behaviour. When I am busy assisting a group of learners, some of the other learners begin fighting. Petty thievery takes place. The kind of noise that emanates from the class is not healthy. I try to group learners in a manner that is conducive to learning. Many of the learners do not participate in the lessons. Only a few learners seem to be

interested. I feel I am not doing my learners justice. The school management is not very helpful in assisting me. Parents somehow feel that it is my responsibility to make sure that learners behave in the class. However, if I try to discipline these learners the same parents complain.

To help me cope I assign tasks to all the learners. However, all the learners do not have to complete an entire class activity. Those learners who complete their tasks early have to do all the tasks. I include voluntary questions, which the faster learners must complete. I also include open-ended tasks for the learners, which have a range of possible correct answers. Learners enjoy games, puzzles, competition and dramatisation. I include these in classroom activities. It helps behavioural problems to a certain extent.

I went for a short 'crash course' which was called professional development. It was of a short duration and the timing was most inappropriate. I expected intensive and extensive workshops, especially since the new curriculum differed drastically from the old curriculum. This workshop did not prepare me sufficiently to implement the new curriculum. The training was far from adequate. Subject advisors should also conduct workshops. They are not available to help us when we need them. Time is not sufficient at school to meet with colleagues and talk about planning and preparation or any other issues that we have. I have too many other responsibilities allocated to me, and there is very little time left. I do feel that individual teachers should take the responsibility to train themselves. The DoE offers very little training, and therefore, the onus lies on the teachers to educate themselves.

I knew I had to learn to adapt to the changes or leave the profession. I decided to help myself. The training that I received was nothing compared to what I experienced in the classroom. I decided to read widely on how to assist learners with language barriers. I attended many workshops conducted by SADTU, NAPTOSA and the DoE. I talked to my friends and colleagues on strategies to apply, to overcome my challenges.

I feel that there is too much paperwork involved, especially after the new curriculum was introduced. Since I am classroom-based I teach most of the learning areas in my own class. On some days I have to do five or six lesson preparation. Recording takes up the bulk of my time. I spend many hours late into the night marking learners' books, planning my lessons for the following day and planning worksheets. Besides completing my teaching in the classroom, I have many extra-curricular and co-curricular duties to perform. I have to be on duty twice a week; in the morning, during both the breaks and after school. On other days I

have to coach sporting activities, like netball and volleyball. I play a major role in fundraising activities at my school e.g. Fun Day; Concert; Market Day activities etc. I also have to attend parent; staff; committee; and senior primary meetings. The non-teaching duties aggravate the heavy load that I carry.

It is very difficult to survive under the circumstances. The only way to get assistance is to consult with other teachers. We share resources; activities; worksheets; planning and preparation. This method decreases my workload to a certain extent.

I also have many other roles to play in the classroom. Some learners come from very troubled backgrounds. I have to take the role of a guidance counsellor and assist these learners. I have to deal with learners who have social and emotional problems. I offer pastoral care to these learners. It is a never-ending string of duties that I have to perform.

4.7   NARRATIVE OF YAST

I am an educator and I have been teaching for 23 years. I used to love teaching 15 years ago. Now the job is too demanding. I taught in three primary schools in my first year before I was appointed permanently to my present school. I received my training at a teacher training college. The subjects that I studied were very relevant to what I expected to teach in a school situation.

When the new curriculum, i.e. OBE, was introduced, I was frightened. From the very onset I was doubtful and hesitant about the curriculum. I attended a two-day workshop, which was not sufficient to meet the challenges of the new curriculum. There were very few workshops that were conducted to assist teachers when the curriculum changed. There were no support structures in place after teachers received training, over a short period of time. Ongoing support is very important, rather than a once-off workshop. I feel that if I attend workshops often then my learners will benefit, as I will be more au fait with the curriculum and the changes. The new curriculum entailed vocabulary that was very complex. There were too many terminologies, which were very complicated. I had the dictionary permanently on the table to query words that I was not familiar with.

Politicians pushed ahead with its implementation, knowing full well that teachers were not well trained enough. Teachers were given training over a few days. I also feel that workshops

should be conducted during the course of the school day. Relief teachers should be employed to take the place of teachers who attend workshops. We are too fatigued at the end of the day to attend workshops and will not be able to give them our full attention. I am of the opinion that this kind of training should be attended by teachers at least once a year.

At my school the management has high ideals. It is good to have these ideals, but will it work? Many of the teachers have the basic qualifications. They do not aspire to greater heights and do not want to further their studies. When the curriculum changed they had the minimum training. When other workshops are held they are not interested in attending.

I familiarised myself with the changes to curriculum by reading extensively. I read policy documents that were sent to the school. I take advantage of professional development opportunities to gain more knowledge about the curriculum. I also network with other schools and we share information.

The workload is excessive for me. The new teaching approaches entail too much work. The Department of Education and management expected a lot from the educators. I had to throw the traditional method out the window and implement a curriculum that was totally different. Planning and preparation had to be done all over again, because of the changes that were made to the curriculum. It is exhausting to compile a whole lot of records. I do not even consult these files during the lesson. It is a waste of time.

I have a very large class of 46 learners. In a large class more problems exist. I cannot assist all the learners in my class with their problems. A majority of the learners come from disadvantaged backgrounds. It is very difficult for these learners to get proper attention. At times I become very discouraged and disillusioned, as I cannot help all the pupils. Learners of different abilities are placed in one class. I am not able to do corrective work easily, because of the large numbers. I feel that the gifted learner is at a disadvantage too, because they are not catered for. I do not conduct enrichment programmes because I do not have sufficient time.

The new curriculum expected me to allow group work in class. The noise level is too high. I have learners with behaviour problems. Teachers in the class next door would complain that there is too much noise. When one conducts group work, learners tend to be noisy. This is productive noise. When the principal walks past my class and he hears noise, he thinks that the class is rowdy and not doing any work. He says, "Are the children troubling you."

Immediately I feel that I am not in control of my class. This kind of assumption belittles me, because I know what is happening in my class.

A large class is a challenge for me. Space is a luxury. I maximise learning space by removing unnecessary furniture from the classroom. Movement is made easier. I use a learner's desk as a table. Other items that are not used often are stored in an empty room. I assign extra written class activities to learners. The slower learners complete some of the tasks, while the other learners have more work to complete. Learners are not left idle as this is when learners tend to display inappropriate behaviour.

I do not have sufficient books to consult for preparation purposes. There is also the lack of resources for learners. The principal says that there are no funds to purchase resources. We have to make do with the limited number of books that are available, despite their poor condition. Three or four learners have to share one book. The laboratory at my school does not have most of the apparatus that is required in a secondary school. I have to try and manage without these resources. Quite often I conduct my lessons without doing any experiments or practical activities. I have no choice but to resort to this method because of a lack of resources. I have approached management on numerous occasions on this issue but the excuse is lack of funds. This was not working for me. Before I could blink an eyelid, there were talks that the curriculum will be revised. After a few years into the curriculum another curriculum was introduced, i.e. RNCS and NCS. I wondered what was going on in the minds of the curriculum planners. This made me feel very insecure. Again there were changes to my planning and preparation of lessons. The workload was unrealistic. I try to acquire the relevant resource material by purchasing books. I also network with schools in the area and borrow resources. People who provide services and have businesses in the area are very helpful. I approach the relevant people to assist with providing resources.

Besides normal teaching, I have other extra-curricular and co-curricular duties to perform. During the lunch breaks I am either on duty or coaching sporting activities. I am the sports co-ordinator and prefect master. Duties are just handed down to us. The teachers are not given an opportunity to choose which code of sport they prefer to coach.

The extra work is time consuming, but with experience I tend to cope. I also have to play many roles in the classroom. I am not just an educator. My work stretches beyond the boundary of the classroom wall. I have to offer pastoral care to learners. Learners come from different cultural backgrounds and bring with them different customs and traditions into the

classroom. They have different ethnic, racial and religious background. I have to be sensitive to all the learners and address their needs. Many of them come with lots of problems. I have to offer counselling to these learners. I have to find time outside lesson time to assist them. I feel that I am actually coping because I resort to the 'chalk and talk' method. I make sure my learners are occupied for the full duration of the lesson, so as to decrease behavioural problems. Teachers in the surrounding area meet in clusters to assist one another. We meet once in two months to share resources and ideas.

I believe that I should be appreciated for the work that I do. There is a lot of criticism levelled against teachers. Teachers need to be acknowledged and compensated for all the work that they do. I feel that teachers are not given the recognition they deserve. Their abilities need to be fostered and they need to be remunerated accordingly.

4.8   NARRATIVE OF CURRICULUM ADAPTATION: TEACHER CHALLENGES IN THE FACE OF CURRICULUM REFORM

Nish, Pam, Sal, Tina and Yast are teachers who are very experienced and have been in the teaching profession each for well over twenty years. They had their formal training in teaching in the traditional method. They had no problems with the curriculum. From the interviews that I conducted with these teachers, I realised that they were very secure and content with the traditional method. They knew exactly what was expected of them and they found teaching very exciting. Pam stated, "*When I first started teaching, it was very exciting. I was very happy and I had a lot of confidence.*" Tina added, "*When I first started teaching, I loved my job.*" Sal said, "*I enjoyed my work because it is very interesting.*" Nish also mentioned, "*I felt very comfortable teaching.*" Yast concurred, "*I used to love teaching 15 years ago, now the job is too demanding.*" All the participants have fond memories of days gone by.

Pam, Tina, Sal, Nish and Yast are currently teaching in the Durban area. All the teachers have taught at the same schools for a very long time. They are trying very hard to be comfortable in the environment that they work in. One of the common problems that all the participants experience is the continual curriculum changes. They find it difficult to keep up with the changes. Some of them have completed courses to enhance their knowledge of teaching. The participants chose teaching because they love the job and they love being with children.

These teachers are very experienced and have tried many different methods to help them cope with the challenges they face with the curriculum changes.

Changes to the curriculum were introduced in 1997. All these teachers found it very difficult to adapt to the new curriculum, which was considered too sophisticated and complicated. All the participants mentioned that they had to do a lot of reading on their own to familiarise themselves with the new curriculum and to enable them to assist learners in the new format. They were confused and frightened because they did not know what to expect in the classroom. The changes to the curriculum had a severe effect on education as a whole. The participants felt that too much was expected of them. It was a very challenging and trying time for all the teachers. The new curriculum was introduced too hastily, without teachers knowing much about it. Teachers were confused and their classes were in a state of chaos. When I consulted the learners' files, I realised that teachers had compiled a large number of worksheets used for assessment purposes. The teachers had many files with unnecessary information. During my observation sessions I realised that some of the teachers were confused.

Teacher development is of utmost importance if curriculum reform is to succeed. In a 5-day workshop the teachers were introduced to a new curriculum which was filled with complex words and terminology. All the participants claimed that they were confused after the workshop was conducted. Pam mentioned, "*After the workshop I was more confused than ever because of the difficult terminology that was used.*" When they returned to school, they were very confused. All five teachers claimed that professional development should be conducted over longer periods of time. Sal stated, "*Departmental workshops were very irregular.*" The workshops should not be a once-off, but rather should supply ongoing support and training to teachers. If the curriculum changes teachers need support on a regular basis. The facilitators should also be qualified personnel, who are able to convey information and answer questions posed to them. Teachers were left with manuals to implement the new curriculum and were supplied with information which they did not understand. The workshops should be more practical, allowing for preparation of lessons and practical activities. I comprehended from their stories that they need active support, with district officials a telephone call away from them for assistance. Tina said, "*the workshop was vague and rushed for time....no follow-up workshops were conducted.*" All teachers, no matter what their qualification, require some form of professional development, even if they are graduate or post-graduate level educators. If teachers are to implement changes to the curriculum

successfully, they will need some form of professional development and support on a continuous basis. Support in any form is essential because teachers need backing and assistance. Nish commented, "*I attended many workshops conducted by SADTU, NAPTOSA and the DoE.*" This participant felt that she was in a situation where she had a good idea about the curriculum. Training teachers for a short duration of time is not enough to allow them to expand their understanding of the new curriculum. Teacher training should be seen as a long-term process. Workshops and seminars should be presented over a long period, allowing teachers to familiarise themselves with the content of the workshop. The participants felt that departmental officials should be fully trained before conducting workshops with educators. They felt that the personnel were not well enough prepared to train teachers. These workshops supplied little or no decent preparation to allow them to teach the different and new learning areas in the classroom. The training did not allow for practical work, especially essential when the curriculum changes. The facilitators were not well enough informed themselves to be able to conduct training. It seemed like the teachers knew more about the subject matter than the facilitators (Smit, 2001:73). The teachers' preparation files confirmed what was mentioned at the interviews. Teachers had tons of files which they do not even consult often. Many documents issued during the training sessions were neatly filed away. Teachers meet regularly after school to assist one other. When a teacher attends a workshop she must cascade the information to the rest of the staff. In this manner, all the teachers should have knowledge of information given at the meetings. Some of the teachers take the initiative to attend workshops organised by professional bodies to familiarise themselves with the subject matter. Workshops are organised by private organisations and teacher unions. Some teachers do take advantage of these opportunities. At some schools workshops are conducted by the management team and the teachers themselves. They also read widely, by consulting with circulars and bulleting sent by the department to the different schools. Teachers also meet in clusters to solve problems and share knowledge and skills.

I deduced from the stories that all the participants were very frustrated. Three of the participants complained that when the curriculum changed it affected their workload and they felt very disappointed. OBE created an extra workload for the teachers. Teachers were finding it very difficult to cope and it was a trying time for them. Enormous requirements were placed on educators. The extra paperwork shifted their main concern from teaching to the completion of the large number of tasks assigned to them. The actual teaching of learners

was no longer the priority. The attention of the teacher changed direction. Tina said, "*I find it difficult to cope with the workload.*" Nish stated, "*I feel there is too much paperwork involved.*" However, Yast mentioned, "*I feel that I am actually coping because I resort to the 'chalk and talk' method.*" The increase in workload has had an unfavourable effect on teaching and learning. The teachers used to stand in the front of the class and deliver their lessons. They found that it worked better. Learners were given worksheets or questions were written on the board. Most of the lessons ended on this note. Some of the teachers sat at the table and continued with marking of learners' books or jotting down information.

When the curriculum changed, assessment of learners also changed. Teachers have to spend many hours planning assessment tasks to cater for learners of different ability levels. Sometimes, a teacher assesses learners of three levels. It takes tremendous time and effort to plan and prepare such tasks. The recording of marks takes up a lot of instruction time. During class time teachers are busy writing marks of learners in the mark sheet. The teachers mentioned that they cannot take all the books home in order to record marks.

Teachers use different coping strategies in dealing with the excessive workload. They meet after school hours to discuss problems experienced in the classroom. Teachers who share the same grades share their preparation, classroom activities, worksheets; and tests. In this manner their workload is decreased. They also consult with neighbouring schools to share ideas and information.

From the stories it is clear that lack of resources is a major problem facing them. Textbooks are available but the minimum number of books is supplied to schools. A large number of learners share one textbook. All the participants stated that a shortage of resource material hinders the progress of the learners. They feel that they cannot accomplish all their objectives without enough books. Resource material is essential for education to be correctly and fully accomplished. Many of our learners come from disadvantaged communities and they need a print rich environment to assist with teaching and learning. This has a negative impact on teaching and learning in the classroom. Yast said, "*Three or four learners have to share one book,*" Nish stated, "*Resource material is also a big problem at school.*" Nish takes the initiative to borrow books from other schools, from libraries, or even purchase books at her own cost, to supplement resources to enhance teaching in the classroom. Sometimes teachers revert to the 'chalk and talk' method because of the shortage of books. Pam mentioned, "*We do not have computers or proper sports facilities at school.*" Tina said, "*My school does not*

have a functional library." It is difficult for proper teaching and learning to take place in an environment where there is a shortage of resources. My personal observation was that many learners share textbooks. During this time learners seem to be fidgeting, and also tend to become noisy, because they cannot follow the teacher in the textbook.

Teachers purchase their own resources in order to have information available and to enhance their lessons in the classroom. They engage the assistance of other schools in the area to borrow books. To solve the problem of resources teachers visit the municipal library regularly, in order to acquire more resources. Educators may also take the initiative to download information from the internet to be used in class. Some teachers get into contact with the local community to assist in the purchasing of resource material. All five participants claimed that because of the large number of learners in their overcrowded classes, there are disciplinary problems. Learners do not receive individual attention, especially the weaker pupils. Teachers cannot remedy any problems. They have up to 48 learners in their classroom. Learner-centred teaching is very difficult to achieve because the numbers are too large. The changes to the curriculum require group work to be performed in class. Most of the learners enjoy verbalising their thoughts. When learners work in groups they tend to become very noisy. This leads to behaviour problems. Teachers find it difficult to teach in such an environment and cannot realise their expectations. The participants also stressed that they experiencing behavioural problems because of their large classes. They feel that to work in such an environment is very frustrating. All the participants have learners of diverse cultural backgrounds. They spend too much time monitoring the discipline of learners at the expense of teaching. They feel that if they had smaller classes they would lose less time trying to discipline learners. This is one of the reasons that they revert to teacher-centric teaching. They feel that the learners show no respect for authority and good behaviour is not encouraged by parents. There is a total lack for respect for the school's code of conduct and for teachers as a whole (Naong, 2008:172). Pam said, "*Discipline is a pandemic.*" Tina stated, "*I was struggling to cope with the large number of learners in my class.*" Sal mentioned, "How*ever, I am trying to cope.*" Nish said, "*I seem to spend less time on teaching and more time talking to pupils about their behaviour.*" Yast stated, "*I have learners with behaviour problems.*" Teachers cannot use inventive ways of teaching in classes where there are excessively large numbers of learners. They end up using the lecture method of teaching. I have noticed that the desks and chairs are arranged in rows. The teacher stands in front of the class and delivers the lesson. Sometimes, when the teacher allows group work, there is a

lot of noise as many students do not concentrate on their assigned group activities, but rather take this time to talk to other learners.

Teachers cope with the problem of discipline by establishing rules in the classroom, so they can function effectively. The teacher, together with the learners, draw up rules and those who defy the rules will be penalised. Learners are also praised for their good behaviour. They make reading material, magazines, newspapers, and puzzles available to learners. After the completion of class activities, learners can engage with these resources. Teachers make sure that their lessons are well planned out, in advance. They use different teaching methods so the learners will not get bored in class. The lesson must engage the learners for the full duration of the lesson. The class activities are sufficient, so they are occupied all the time.

The Department of Education and all the stakeholders should take on the responsibility to assist teachers in whichever way they can. Presently teachers are experiencing many aches and pains regarding changes to the curriculum. If teachers are given help, a new era will dawn upon teaching and learning.

4.9   CONCLUSION

The theme that generated from the narratives relate to the challenges facing teachers with changes to the curriculum. These stem from or consist of the increase of workload, lack of professional development, large class sizes leading to discipline problems and a lack of resources, to mention a few. The stories of five teachers have been created through interviews, observation and document analysis. I will discuss the themes that emerged from the study.

CHAPTER 5

DATA ANALYSIS

5.1 INTRODUCTION

In this chapter I present an analysis of the narratives of the challenges facing teachers with curriculum changes and how they were able to cope with these challenges. Participants indicated many signs showing that when the curriculum changes teachers face many serious challenges.

The research question is:
What are the challenges faced by teachers with changes to the curriculum and how they coped with these challenges.

This research question is guided by the following sub-questions:

5.1.1 How teachers have adapted to curriculum changes and the methods and tools they have employed to deal with these changes to the curriculum?

5.1.2 How teachers were able to cope with the increase in workload?

5.1.3 How does overcrowding in the classroom contribute to poor discipline?

5.1.4 Were the educators, who are the major role players in the implementation of the innovation, provided with the necessary training and resources to implement the innovation successfully?

5.2 THEME 1: INCREASE IN WORKLOAD

In this theme I investigate the increase in the workload of educators. All five participants felt that they are struggling to cope in the classroom. Teachers reported that there were too many documents to be filled in and record keeping has become a major problem and time thief. Record keeping has increased since the curriculum changed. Pam stated: "*Record keeping has increased considerably. I have the following books and files in my possession: teacher file; assessment file; teacher portfolio; one learning area file for each of the learning areas I teach; homework record book; situation book; remedial work file; sports file; IQMS file; defaulters book.*" Tina is of the opinion that most of these records should not be kept, "*I have*

a lot of unnecessary record books and files in my possession." Nish concurs: *"Recording takes up the bulk of my time. I spend many hours late into the night marking learners' books, planning my lessons for the following day and planning worksheets."* Yast is of the opinion that*: "It is exhausting to compile a whole lot of records. I do not even consult these files during the lesson. It is a waste of time"*. Teachers feel that there is no need for all these record books. Their lessons would be presented just as well without these record books.

Teachers mention that lesson preparation has become more challenging and takes up a lot of time. They need to be more inventive and have an extensive knowledge of the various subjects. Previously homogenous learners were placed in one class, now multicultural and multilingual learners are grouped together, and preparation of lessons has to reach a higher level. All the participants felt that the expectations from the principal and the school management team are too far reaching. They are finding it very difficult to complete the marking of assessment tasks, planning and preparing of lessons. Educators are bogged down with excessive workload.

The following quotation by the participant Pam sums up the frustration and discontentment with the extra work: *"After changes to the curriculum were introduced, I felt confused. This new curriculum was simply work overload to me. Paperwork increased considerably. I felt that I spend too much time on planning, preparation and recording. I am required to keep a whole lot of files for the different learning areas. I don't even use these files when I am teaching."* Tina mentioned: *"I was overwhelmed by the requirements expected of me from both the DoE and the school management."*

The participants felt that planning and preparation for each learning area takes up a lot of time. There is not enough time to complete all the work that is expected of the teacher. Yast went on to express his concern: *"The workload is excessive for me. The new teaching approaches entail too much of work. The Department of Education and management expected a lot from the educators."* Pam concurs: *"I was flooded by demands to do additional work."* Tina stated: *"I feel that I am overloaded with work. Unrealistic demands are placed on me in the keeping of records."* Nish mentioned: *"I feel that there is too much paperwork involved, especially after the new curriculum was introduced. On some days I have to do five or six lesson preparations."* Yast concurs: *"The workload was excessive for me. The new teaching approaches entail too much work. The Department of Education and management expect a lot from the educators."*

Teachers had in their possession too many record books and files. There were a lot of information repetition in the different books and files. Teachers seem to photocopy the same information and deposit it in the different files for management to look at. All the participants complained about their planning and preparation, and that they had to keep too many record books and files. There is too much focus on file arrangements. The teachers mentioned that they find it very difficult to update all these record books. When management wants to scrutinise the files all the record books and files have to be up to date. Teachers end up writing down dates, just so that it can be submitted to the head of department. They teach their lessons; record marks when necessary; fill in information required by the management; mark books; and also attend to problems of learners.

Tina recalls: *"My job entails a lot more than teaching. I have to work for many extra hours each day so I can cater for all the learners in my class. The recording of marks takes place in the class and as a result teaching time is lost."* Teachers try to complete as much of their work as possible in the classroom. After the lesson is taught, the teacher continues with recording of marks and other administrative tasks. They cannot take their entire work home, and try to make the best of instruction time.

Pam employs the following coping strategy, regarding the extra workload: *"I cope with the extra workload by working after school hours. Teachers of the same Grade share lesson preparation and worksheets. Three teachers teach the same Grade. Each of us plans and prepares lessons for three learning areas."* Tina says: *"I have colleagues at the neighbouring school. We share preparation files, worksheets and any other relevant information. There are times when we share the same tests and examination papers."* Sal concurs: *"After school we meet to discuss our problems and share our troubles. I share my resources e.g. work schedules, lesson preparation, worksheets etc."* Nish says: *"the only way to get assistance is to consult with other teachers. We share resources; activities; worksheets; planning and preparation."* Yast states: *"I familiarised myself with the changes to the curriculum by reading extensively. I read policy documents that were sent to school. I take advantage of professional development opportunities to gain more knowledge on the curriculum. I also network with other schools and we share information."* The participants try many different ways to help themselves.

The job description of teachers has taken on another new dimension. Not only do teachers have to perform their normal duties of teaching, but they are now supposed to do clerical

work, like collection of money for school fees, field trips and completing of documentation for department and management purposes. Fundraising has become a major focus for all teachers. The excessive extra-curricular activities have become very taxing for all the participants. Teachers have to perform too many non-teaching duties which add to their workload. This problem was expressed clearly by Tina who said the following: *"There are many other responsibilities that are expected of me, like filling in of forms; sporting duties - cricket, training for athletics; market day activities; co-curricular duties; attending workshops and meetings; fun run; prom; concert; train learners for assembly talks; special events; fund raising etc. More time is spent on planning and preparing learners than the actual teaching."*

The participants felt that too many activities were taking place at school. They are overburdened with work. Nish indicated, *"Besides completing my normal teaching in the classroom, I have many extra-curricular and co-curricular duties to perform. I have to be on duty twice a week, in the morning, during both the breaks and after school. On other days I have to coach sporting activities, like netball and volleyball. I play a major role in fundraising activities at my school e.g. Fun Day, Concert, Market Day activities etc. I also have to attend parent, staff, committee and senior primary meetings."* Teachers had to rush out of the class when the bell rang for the lunch break. They had to go on duty on the ground, which is a long distance from the classroom. Teachers seem to be running from one duty to another.

Teachers complained that the principal and management expect them to embark on fund raising drives to bring in funds for the school. In many cases instruction time was used to raise funds. Concern was voiced by a participant who indicated: *"Fundraising is a major task that I am responsible for. This takes up a lot of time and effort. My duties entail assisting with sporting activities; house mistress; fun run duties; chess; concert; awards day; spring presentation; ground duty once a week; and charity. I am also involved in co-curricular duties, which involve oral communication. At my school I am the co-ordinator for volleyball. I coach four volleyball teams during both the lunch breaks for three days of the week."*

The non–teaching duties aggravate the heavy load that teachers carry. Yast said: *"During the lunch breaks I am either on duty or coaching sporting activities. Besides the normal teaching, I have other extra-curricular and co-curricular duties. I am the sports co-ordinator and prefect master."* Pam mentioned: *"Teaching and learning suffer because I spend a lot of time*

on administrative tasks." After teaching the lesson this participant was filling in forms, which were required by the principal on short notice.

Teachers have to juggle their time between teaching lessons; marking; preparing lessons; ground duty; extra- and co-curricular duties. Much of the work is done at the expense of teaching and learning. Teachers are expected to assist learners. Tina expressed concern by saying; *"Learners do not received the necessary assistance from their families at home. It becomes very frustrating for me as these learners do not do their homework. It becomes very frustrating for me as these learners do not do their homework and it becomes my responsibility to help them, adding to my excessive workload."* This particular teacher was helping a learner with his homework, after teaching her lesson.

In spite of all the teachers having a teaching load, they have to get additional work done. This causes a lot of stress and strain for the educators. Many of the teachers have been teaching for well over twenty years. They managed very well before the curriculum changed and enjoyed teaching. After the curriculum changed they felt they could not cope with the extra workload. Sal shared the sentiment*: "Two days of the week I am on duty in the mornings, during both the lunch breaks and also after school. It takes up a lot of time. I really feel that I am overworked."*

The duplication of work is a major problem facing teachers. The extra work done by teachers does not in any way improve teaching and learning in the classroom. However, the extra workload does have a negative impact on teaching and communication time. Teachers are overloaded with further duties, which they feel are unnecessary. The extra workload subtracts from their love for teaching. This results in a lack of personal contact between the teacher and the learners, which is very important, and the basis for a sound teaching and learning environment.

Participants spend a lot of time attending to learners who require help. Teachers take on many other roles, like offering pastoral care to learners, being counsellors etc. Yast said*: "I also have to play many roles in the classroom. I am not just an educator. My work stretches beyond the boundary of the classroom wall. I offer pastoral care to learners. I have to be sensitive to all the learners and address their needs. I offer counselling to these learners. I have to find time outside lesson time to assist these learners."* This teacher felt perturbed when a learner came up to her during lesson time and spoke to her very softly. This particular

learner was experiencing problems at home and wanted to talk to the teacher about it. The teacher sacrificed her lunch break to listen to the learner and help her.

Findings from the interviews and observation show that teachers are expected to perform too many duties. However, they try to cope under the difficult circumstances in which they work. They employ many different techniques to overcome their problems.

5.3   THEME 2: LACK OF TEACHER TRAINING

A requirement for additional training was clearly revealed by this research study. Teacher training adds to the interest of the educators and develops their self-concept and enthusiasm towards teaching. "*A combination of curriculum material, development and in-service education seem to be a potentially effective strategy for assisting teachers develop their teaching repertoire*," (Rogan, 2006). Training of teachers is important if it is to have a positive influence on changes to the curriculum. Without training, teachers will not be able to perform to the best of their ability.

When teachers attended workshops they were expected to relay the information to their counterparts at school level, being introduced to the cascade model. The DoE left the responsibility of training teachers to teachers, who were not specialists in the learning area. This exacerbates and adds stress to the already highly demanding situation in which the teachers find themselves, in terms of an increase in workload. Falk (2000:13) and Earl (2007) indicate that if teachers receive professional development, both the learners and teachers will benefit in the form of a sound education.

Drawing from the individual interviews and classroom observation it is evident that professional development workshops are few and far between. The teacher training that all the participants received was a mismatch to their actual responsibilities. They did not have any formal training when the curriculum changed. Teachers should not feel lost when the curriculum changes. They must be well-equipped with knowledge and skills for all the learning areas so that they will be able to provide the learners with the relevant information. Pam stated: "*The teacher training that I received was different from what I was expected to do in class now. I attended a 5-day workshop which introduced me to OBE/C2005. The training was vague and insufficient. The workshop did not empower me with enough*

information to implement the curriculum in the classroom. I was given the task of cascading the information to other teachers who teach the learning areas."

The professional development that the participant was exposed to in order to help with changes to the curriculum was inadequate. Another participant Sal had similar views: *"Departmental workshops were very irregular. I am of the opinion that it is crucial to train teachers before a new curriculum is implemented. At my school a few teachers attended workshops when the curriculum changed. These teachers had to cascade the information to the rest of their colleagues when they returned to school. These teachers themselves had differing understanding of the same workshop. The result was that lots of information was misinterpreted."*

The participant felt that it was not beneficial for just one educator from a particular school to attend workshops and cascade the information to all the other educators. The information may be distorted, with incorrect information relayed to the teachers.

Subject advisors and other department officials should be easily available to assist teachers at school when they experience problems. Teachers need to be updated with what is happening around them, from time to time. They need to be developed, with better skills and more knowledge. Tina mentioned: *"I attended a 5 day workshop before the introduction of OBE/C2005. It was very vague and rushed for time. No follow-up workshops were conducted. The departmental officials need to have a close working rapport with the teachers."*

All the participants said that the workshops on teacher development were inadequate. Teachers need to attend workshops to gain new and current ideas in education. I gleaned from the interviews that teachers required, and want, more workshops. Teachers need training in order to be able to meet any new challenges. Nish attempted to paint a picture of the lack of professional development by saying: *"I went for a short 'crash course' which was called professional development. It was of a short duration and the timing was most inappropriate. This workshop did not prepare me sufficiently to implement the new curriculum. The DoE offers very little training, and therefore, the onus lies on the teachers to educate themselves."* Teachers decided to take the initiative on their own, to join professional bodies that offer information on the different learning areas.

Workshops conducted over a short period of time are not beneficial to teachers. They should take place on a regular basis. Learners are also beneficiaries of these workshops. Yast

strongly stated: *"I attended a two day workshop which was not sufficient to meet the challenges of the new curriculum. There were no support structures in place after teachers were trained over a short period of time. I feel that if I attend workshops often my learners would benefit as I would be more au fait with the curriculum and the changes."*

Teachers feel that not enough opportunities are created for them to participate in professional development workshops. What teachers mentioned in interviews concurs with what I have observed during my visits to the classroom. Teachers are expected to keep a file where information from workshops is stored. The files did not have enough information.

Teachers are committed in spite of the challenges that they face. They take the initiative to enhance their lessons and knowledge on their own. Pam states: *"I engage with teachers after instruction time. We share resources and problems that we experience in the classroom. I receive a lot of support from my colleagues. Some teachers attend different workshops and they share ideas that were relayed to them at these meetings."* Tina mentions, *"I try to attend workshops that are organised by the DoE as often as possible. Teacher unions also offer many workshops on different topics. These workshops are very informative. I have decided to attend meetings organised by AMESA since I teach mathematics."* Sal says: *"Sometimes workshops are held at school, in areas that teachers need assistance. They are quite helpful and informative. Teachers are given an opportunity to conduct workshops at school level. I also consult with professional bodies outside school to increase my knowledge and skills. I try to cope with changes to the curriculum by reading bulletins and circulars on a regular basis."* Nish concurs, *"I decided to read widely on how to assist learners with language barriers. I attended many workshops conducted by SADTU, NAPTOSA and the DoE. I talked to my friends and colleagues on strategies to apply to overcome my challenges."*

5.4   THEME 3: OVERCROWDING LEADING TO DISCIPLINE PROBLEMS

Holloway (2002) mentioned that teachers who have small classes spend more time on the business of teaching and learning, and less time on disciplining learners. Instruction time is not lost and the teacher is able to concentrate on individual and group work. Big class numbers are a hindrance to successful teaching.

Participants felt that more energy is spent on managing discipline in the class, than on actual teaching, which is most important. Learners disrupt lessons, and as a result, the other learners lose out on instruction time. Pam stated: *"The large class is a major problem. There are too many learners in my class and I cannot help everyone individually. When the pupils work in groups a lot of noise is created. The noise creates a lot of tension and increases my stress level. I spend a lot of time talking to pupils about their behaviour and teaching time is lost."* During my observation I noticed that the learners were sitting in large groups. The teacher was trying to conduct group work. The space in the classroom is not conducive to effective teaching and learning. There were between 40 and 45 learners in the class. The teacher had problems moving around the classroom. Overcrowding is an obstacle towards effective learning. The only space the teacher had to move around was close to the chalkboard. Proper learning cannot take place in a classroom of this nature.

The increase in teachers' workloads has a negative effect on teaching and learning. Dibbon (2004) states that teachers conduct a lot of 'invisible' work that adds to their already heavy workload. The key concern that participants complained about is the large class size which inevitably results in behaviour problems. Disciplinary problems cause serious interruptions in the classroom. This is reflected in the following comment from Tina: *"Troublesome behaviour is a major challenge for me. I have 45 learners in my class and this leads to classroom management problems. I cannot give them individual attention because there are too many of them. It is difficult to do remedial work with the learners. I find that I am constantly talking to learners about their discipline and not doing what I am supposed to do."* Similar concern was voiced by Sal: *"There are too many learners in my class. Discipline becomes a big problem. The learners refuse to listen and I seem to spend too much time on discipline."*

Unruly behaviour is a major concern of the participants. Learners need a lot of attention on a regular basis. Teachers spend a lot of time directing their attention on discipline. Learners with behaviour problems create added problems for the teachers. The participants felt that the environment that they work is very challenging. Nish mentioned: *"I have 48 learners in my class and it is overcrowded. I struggle to give personal attention to learners. My class include learners with various needs. These learners are at a disadvantage when a curriculum changes. The learners become very noisy and disruptive. I seem to spend less time on teaching and more time talking to pupils about their behaviour."*

When a teacher teaches different levels of learners in one class they become very frustrated. The weaker learners need more help. A further response was made by another respondent Yast who said: *"I had a very large class of 46 learners. In a large class more problems persist. I cannot assist all the learners in my class who have problems. Majority of the learners come from disadvantaged background. Learners of different abilities are placed in one class. The new curriculum expected me to allow group work in class. The noise level was too high."*

Large class size has a negative impact on teaching and learning. However, teachers see this as a challenge. They use different strategies to cope with the problem.

Yast mentions*: "A large class is a challenge for me. I maximise learning space by removing unnecessary furniture from the classroom. Movement is made easier. I use a learner's desk as a table. Other items that are not used often are stored in an empty room. I assign extra written class activities to learners. The slower learners complete some of the tasks while the other learners have more work to complete. Learners are not left idle."* Nish says: *"To help me cope I assign tasks to all the learners. However, all the learners do not have to complete an entire class activity. Those learners who complete their tasks early have to do all the tasks. I include voluntary questions which the faster learners must complete. Learners enjoy games, puzzles, competition and dramatisation. I include these in classroom activities. It helps behaviour problems to a certain extent."* Sal remarks: *"To assist me with behaviour problems, I have introduced a behaviour chart. I, together with the learners, drew up a rule chart. This helps to promote successful learning. Whenever learners behave well I praise them.*" Tina says: "*In my class there are some learners who work faster than others. These learners complete tasks much sooner. I have emergency plans in place for these learners. I plan extra classroom activities and worksheets for them. I also have a wide range of reading material available for these learners. These include magazines, newspapers, puzzles and library books."* Pam says: "*I try to cope with behaviour problems. Firstly, I establish rules in the class. The rules are based on positive discipline and assist the pupils to learn good behaviour. The rules are written on a chart displayed on the classroom wall. All the learners must abide by the rules or there will be consequences*."

5.5 THEME 4: LACK OF RESOURCES

Physical resources are basic requirements for any school to function properly. Without basic necessities, like textbooks; paper; electricity; water; and computers, teachers work under a lot of stress. Lessons cannot be well presented if there is a shortage of resources. The majority of the teachers rely a great deal on textbooks to distribute information to learners. They expressed concern regarding the lack of resources. If textbooks are not made available to learners and teachers, learning cannot take place. Teachers tend to revert to 'teacher-talk' method because of a lack of resources. They impart knowledge to learners, who passively write information from the board. In a situation of this nature the teaching is teacher-centric and does not allow for much pupil participation. If teachers are provided with the necessary resources, they will feel comfortable and capable.

The schools do not have healthy bank balances to purchase the necessary resources for the teachers. As a result the teachers have to make do with whatever is available at school. When I entered the classroom for observation purposes, while the lesson was in progress, I focused on the classroom environment. I realised that there was a vast shortage of resources. The learners were sitting in rows. The classroom walls were bare with no pictures and charts. It was evident that there was a scarcity of resources. Teachers are not able to achieve their objectives in class because of a shortage of books and learning material. In a response regarding the lack of resources Pam stated: "*There are not enough funds for resources. For me the shortage of resources is a hindrance to teaching and learning in my classroom. I do not have sufficient textbooks for the learners, nor do I have a teacher's guide to consult when I am planning my lessons. Sometimes 3 or 4 learners share a single textbook. My learners are disadvantaged because they do not have the necessary resource materials.*"

The disadvantaged learners are not catered for. The class teacher has to make every effort to either purchase or borrow resources material to assist these learners. Tina felt very strongly about the lack of resources and stated: "*I was not equipped with sufficient resources to assist me with my preparation. Libraries are scarce and I have to give learners resource material to complete projects. My school library is not functional. Textbooks for learners are scarce. Many learners have to share books.*"

Lack of adequate resources makes teachers completely ill-equipped to implement changes to the curriculum effectively. The answers from the participants concerning lack of resources

show that teachers do not have sufficient resources to help them in their teaching. Teachers complained that the quality of their lessons was not the best, because of the shortage of resources.

The participants voiced their frustration regarding the shortage of resources. They cannot accomplish all that they would like to in class. There are very few textbooks and a large number of learners have to share the books. Learning is hampered in doing individual work, or group, due to a lack of resource material. Learners were stifled. Sal's viewpoint: *"There is a lack of resource material for teachers and learners. Successful teaching and learning is hindered because they do not have visual material available, which is important in the teaching and learning process. Sometimes 3 or 4 learners share one book."*

Availability of resources is a major issue facing teachers when the curriculum changed. Nish shared the same sentiments: *"Relevant material regarding the change to the curriculum was in short supply. There was a shortage of basic resources. If I do not have resources, the quality of my lessons will not be good. I need resources to enhance my lessons, so my learners will benefit."*

A further similar view was voiced by Yast: *"I did not have sufficient books to consult for preparation purposes. There is also the lack of resources for learners. We have to make do with the limited number of books that are available. Three or four learners had to share one book. The laboratory at my school does not have most of the apparatus that is required in a secondary school. Quite often I conduct my lessons without doing any experiments or practical activities."*

The following coping strategies are used by the participants:

Pam says: *"However, I try to accumulate books on my own. I try to purchase books at my own cost. Whenever a book store has books on sale I buy them to assist me with my lesson preparation. These books help me with preparation of my lessons."*

Tina states: *"I take the initiative to borrow books from my friends at other schools, to enhance my lessons. I also download information from the internet, which is current and very informative. I also try to get information from the municipal library."*

Sal mentions: *"I try to get support from the parents and the community in assisting in providing me with resource material."*

Nish solves her problem and says: "*I borrow books from the municipal library on a regular basis. These resources are very helpful in the class. Teacher's guide and textbooks are also available. I also try to purchase books from the book sellers. Businesses in the area are also helpful in assisting with the purchase of books.*"

Yast says: "*I try to acquire the relevant resource material by purchasing books. I also network with schools in the area and borrow resources. People who provide services and have businesses in the area are very helpful. I approach the relevant people to assist with providing resources.*"

In spite of the many challenges teachers face with changes to the curriculum like excessive workload, lack of professional development, discipline problems, large class sizes and a shortage of resources, they appear to have a positive attitude. They are trying their best under the circumstances and employ different strategies to cope. They should be applauded for the work that they are doing to help the learners achieve their potential.

In the last chapter, I present the conclusion and recommendations based on the findings of this study.

CHAPTER 6

SUMMARY AND DISCUSSION OF THE MAIN FINDINGS

6.1   INTRODUCTION

In this chapter I present the conclusion and summary of my research findings. I investigated the challenges faced by teachers with changes to the curriculum and how they are able to cope with the challenges. The main research question was accompanied by sub- question.

The research question is:

What are the challenges faced by teachers with changes to the curriculum and how they coped with these challenges.

This research question is guided by the following sub-questions:

6.1.1   How teachers have adapted to curriculum changes and the methods and tools they have employed to deal with these changes to the curriculum?

6.1.2   How teachers were able to cope with the increase in workload?

6.1.3   How does overcrowding in the classroom contribute to poor discipline?

6.1.4   Were the educators, who are the major role players in the implementation of the innovation, provided with the necessary training and resources to implement the innovation successfully?

I used the narrative inquiry approach to produce stories and experiences of teachers. This was a qualitative research study, which was within the interpretivist paradigm. I tried to collect as much data as possible through semi-structured interviews and observations. I interpreted and analysed the data that I received regarding the challenges teachers face with changes to the curriculum and how they were able to cope with these challenges. A summary of the main findings, with the limitations will be discussed.

6.2   INTERPRETATION OF THE CONSTRUCTED NARRATIVES

Many themes surfaced from my understanding of the constructed narratives. The themes that were detected were: excessive workload due to changes to the curriculum; lack of teacher

training; large class sizes resulting in discipline problems; and the lack of resources. When the curriculum changed, teachers had to plan and prepare all over again, which resulted in a lot of work. Teachers were introduced to the different, new curricula with very little training. There were a large number of learners placed in one class creating discipline problems. Teachers found it difficult to implement the new curriculum because of a lack of resources.

6.3   SUMMARY AND DISCUSSION OF THE MAIN FINDINGS

All the participants have been to universities and colleges, and trained to become teachers. They have all trained in the traditional method. The participants are teachers who have over twenty years of teaching experience. When the curriculum changed teachers had to change their teaching styles to accommodate the methods. Teachers were not accustomed to the new methods. There were many difficulties that they encountered during the transformation process.

Teachers' workloads increased due to the changes to the curriculum. Expectation from teachers with regards to planning and preparation increased considerably when the curriculum changed. Many of the educators teach a number of learning areas. Planning and preparation had to be done in three levels, i.e. learning programme, work schedule and lesson plans. Teachers felt exhausted at the end of the day. Not only were they expected to teach but they were involved in extra-curricular; co-curricular; fund raising drives; and they had to be on duty during the breaks. Teachers even assist pupils with learning difficulties, which takes place during the lunch breaks, when they are available. They were loaded with extra administrative tasks. More teaching demands were placed on teachers and this created an increase in their workload. Teachers choose to convey good quality teaching to learners, but because of time constraints they are unable to do so. A lot of time is taken up when teachers engage in other activities, besides the business of teaching and learning. If teaching is to be a success teachers need to focus on teaching itself. They require more time to plan, prepare lessons, reflect on their work and review their teaching.

Teachers were finding it very difficult to cope with their excessive workload. However, they tried ways and means to address their difficulties, without much assistance from management and the DoE. There were times when teachers revert to the 'chalk and talk' method. Due to time constraints teachers try to meet after school hours, and share in their planning and

preparation. Teachers who teach the same Grades share their preparation and resources materials. Most of the teachers are classroom based. On some days as many as seven learning area preparations have to be completed. They try to assist each other by sharing their preparations. The excessive workload has an effect on their health. Teachers show signs of unhappiness and disappointment, because of the quantity of work they are expected to do. Teachers try to manage fulfilling the requirements of the school in the time allocated. Teachers were of the opinion that their clerical, extra-curricular and co-curricular duty requirements should be reviewed. If the teaching hours were extended, it would assist teachers, by allowing them to complete marking and planning and preparation for the following day. Teachers could meet and share information and ideas. Teachers could also meet in clusters to iron out any difficulties they experience in the classroom.

Many teachers did not have the necessary qualifications to teach the new learning areas that were introduced to them. Qualifications are what is needed to assist teachers in enhancing their knowledge, allowing the learners to benefit too. There is a vital need for teacher training. Teachers received training in the form of short courses, over a period of between two to five days. Smit (2001:76) states that if teachers are given further training "*it adds to the well-being of the teacher and builds up their self-concept.*" The cascade model was used to transfer the information to colleagues at school level. Teachers who attended these workshops had different views of what went on at the training sessions. In many instances the information that was relayed was distorted and given as understood by the educator who attended these workshops. Teachers who were interviewed mentioned that the training they received was not sufficient. The department officials who conducted the workshops were not experts in the field. At times it seemed that the teachers were more knowledgeable in the subject matter. At the training sessions content was handed over to teachers, and there was no hands-on training.

When teachers returned to school they were more confused. They did not receive much support. The department officials did not visit schools to lend support to teachers who found it difficult to implement the curriculum. Uiseb (2007:76) mentions that if training does not take place, over a longer period of time, the entire process will be in vain. Teachers, on their own initiative, tried to get information and read more about the curriculum. They decided to empower themselves. Some teachers even purchased their own books to gain more knowledge. Teachers should be provided with more support structures, with training taking place on a regular basis. Teachers may also take the initiative and to attend workshops

organised by teacher unions, government organisations and different schools. They should engage in the reading of extra material, which will assist in the classroom.

Teaching resources are another major challenge facing the teaching fraternity. Due to a lack of funds, principals are not prepared to purchase textbooks and other resource material. A large number of learners share the same textbooks. The participants felt that they could not conduct group work due to a shortage of resources. If teachers do not have sufficient resources they are not able to deliver lessons of a good quality. Some of the teachers changed their teaching methods to suit themselves, along with the lack of resources. Some of the lessons have reverted to being teacher-centric. The teachers felt that because of a lack of resources they had to spend more time after school hours in planning and preparing of lessons. All the relevant stakeholders should find means of making sure all schools are provided with the necessary resource material. Community organisations could come on board and assist wherever possible. Schools could meet in clusters and share information, resources and ideas.

Teachers found that the noise levels increased due to the large number of learners per class, as well as the introduction of group work. This is the main worry of many of the participants. There are a greater number of pupils in classes and teachers find it difficult to review their lessons. Some teachers have as many as 48 learners in their classroom. Some of the pupils display troublesome behaviour and are continuously demanding the attention of the teachers. They do not pay attention to the lesson that is delivered and do not complete tasks given to them. Lessons are constantly disrupted by these learners. Teachers spend a lot of time and effort trying to be in command of the class. They seem to be stressing on the negative behaviours and aspects of their profession and less time on the actual teaching. Teachers find it demanding to cater for all the learners. Behaviour is a major problem which needs to be addressed. The teacher to learner ratio should be revised, so more emphasis will be placed on the actual teaching of learners.

Teachers implement many coping techniques. When they prepare lessons they assign extra written class activities for the learners. They make games, puzzles, worksheets and reading material like magazines, newspapers and library books available to learners. Those learners who complete their tasks sooner than others make use of these resources. Some teachers have introduced behaviour charts and established rules. Learners are also praised for good discipline.

6.4   LIMITATIONS

My study was done in four schools. All the participants were Indians, who taught at previously Indian schools, in the Newlands West area in Durban. I interviewed only five educators, therefore, the findings cannot be generalised. The study gives a comprehensive understanding of challenges faced by teachers with changes to the curriculum. I would have been able to gather more information had I interviewed teachers from more schools. Time constraints limited me and did not allow me to go out to more schools to conduct my research.

I have a full-time job and it was not possible for me to make visits to more schools to conduct my research. The study comprised of teachers who have many years of teaching experience and did not involve teachers who were new in the profession. This study displays the knowledge of teachers who were not trained in the OBE method.

I did not spend a lot of time with the participants due to time limits. I could not conduct my interviews and observation as planned, and met my participants only twice, once to conduct the interviews, and once for classroom observation purposes. However, I did have telephonic conversations with all of the participants, whenever I needed to clarify any of the issues that were discussed. During these sessions I collected information that I used for this study.

6.5   IMPLICATIONS

This research study is pertinent to all the schools, and all other persons, involved in education. It is also very important to the Department of Education officials. Teachers face many challenges with changes to the curriculum. However, they are trying to cope, in spite of the problems that they experience. Teachers are trying different methods of teaching, so as to cope. There are many impractical demands placed on teachers. There is an overload of work; a lack of professional development; a lack of resources; and large class sizes leading to discipline problems. Teachers experience all of these problems. Neither the department officials, nor the management, assist teachers to overcome their problems. Teachers have mentioned that they will welcome any help and employ any strategy, so long as teaching and learning benefits. Teachers should be sent for training on an on-going basis.

Teachers felt that changes to the curriculum were taking place very often. Firstly, they were introduced to OBE/C005, then to RNCS and NCS. More curriculum changes are envisaged in the near future. Planning and preparing of lessons take up a lot of time and effort. Most of the teachers are classroom-based and teach almost all the learning areas in one class. They have to plan and prepare lessons and assessment tasks for all the subjects. Teachers are finding it very difficult to cope with the workload. This has a negative impact on teaching and learning. However, they try their best. Teachers should be given more time for planning and preparation. If teachers are not given extra duties to perform, like extra- and co-curricular duties, they would be able to cope without complaining.

Before a curriculum is introduced teachers should be given an opportunity to familiarise themselves with the changes. They should not be thrown into the deep end, and be expected to swim out. They require support from all the relevant stakeholders prior to the implementation of the curriculum. They also need to have a thorough insight of the new curriculum. First they need to take ownership of the curriculum. If teachers are given these opportunities they will be able to overcome any obstacle. Workshops should be conducted regularly. Teachers need to be supervised and lent a helping hand whenever the need arises.

6.6   CONCLUSION

The main intention of this research study was to listen to the experiences of educators regarding the challenges they face with changes to the curriculum. I gathered data from the interviews that I conducted and I observed educators in the classroom.

From the narratives I concluded that teachers experience many problems in the classroom. The department, principals and management must consider the context in which teachers work.

My major concern is that teachers are not receiving sufficient training to assist them in their teaching. Many of the teachers are teaching learning areas in which they are qualified or equipped. The teachers who were interviewed have more than twenty years of teaching experience and have been trained in the traditional method. Without much training they had to change their teaching methods and styles to adapt to the changes to the curriculum. Whenever a curriculum changes teachers need the necessary professional development in

order to implement the changes. Ongoing training is essential if teachers are to perform well in the classroom.

I was basically curious in the manner in which teachers were coping with the challenges they faced in the classroom when the curriculum changed. Teachers need to find ways and means of overcoming their challenges. They resort to the use of activities and worksheets that were previously used. They do not make attempts to vary their activities and methods because of a lack of time. Teachers could work in partnership with other teachers and pool their resources to overcome the issue of excessive workload. Their knowledge, capabilities and skills can come into play. The different methods could be explored.

Curriculum changes are bound to happen all the time in South Africa, as in other countries of the world. Teachers need to explore different coping strategies in order to manage the changes. However, teachers must be motivated and spurred on to continue with the excellent work that they are conducting in the classroom. Teachers are the agents of the change process and they will continue to perform to the best of their abilities.

REFERENCES

Asmal, K. 1999. *Call to Action: Mobilising Citizens to Build South African Education and Training for the 21ˢᵗ Century*. Statement by Professor Kader Asmal, Minister of Education, 27 July 1999.

Adams, J., Khan, T.A., Raeside, R., & White, D. 2007. *Research Methods for Graduate: Business and Social Science Students*. New Delhi: Sage Publications.

Adhikari, M. 1993. *The Teachers' League of South Africa*. Cape Town: Bachu Books. 1913-1940.

Alamu, A. 2010. *Teacher Beliefs, Knowledge, and Reported Practices Regarding Numeracy Outcomes in the Solomon Islands*. Unpublished Masters Thesis, Victoria University of Wellington, New Zealand.

Almadhour, B. 2010. *The Integration of Information and Communication Technology into Secondary Technology Teachers' Pedagogy in New Zealand*. Unpublished Masters Thesis, Auckland University of Technology, New Zealand.

Austin, P.W. 2007. *The Family Maths Programme: Facilitators' Ability to Implement Inquiry-Based Teaching and Learning with Learners and Parents*. Masters Thesis, Nelson Mandela Metropolitan University, Port Elizabeth.

Babbie, E., & Mouton, J. 2006. *The Practice of Social Research: South African Edition*. Cape Town: Oxford University Press.

Babbie, E., & Mouton, J. 2001. *The Practice of Social Research*. Oxford: Oxford University Press.

Bantwini, B.D. 2010. *How Teachers Perceive the New Curriculum Reform: Lessons from a School District in the Eastern Cape Province*. International Journal of Educational Development. 30 (1):83-90.

Bazeley, P. 2007. *Qualitative Data Analysis with Nvivo*. London: Sage Publications.

Bell, J.S. 1993. *Discussion of Kerfoot and Wrigley: The Teacher as a Bridge between Programme and Practice*. Applied Linguistics. 27 (3).

Bennie, K., & Newstead, K. 1999. *Obstacles to Implementing a New Curriculum*. Proceedings of the National Subject Didactics Symposium, University of Stellenbosch. 150-157.

Berg, B. 2004. *Qualitative Research Methods for the Social Sciences.* 5th Edition. Boston: Pearson Education.

Bless, C., & Achola, P. 1990. *Fundamentals of Social Research Methods. An African Perspective.* Lusaka: Government Printer.

Blignaut, S. 2007. *The Policy-Practice Dichotomy: Can We Straddle the Divide?* Perspectives in Education. 25 (4). 49-61.

Bogliaccini, J. 2007. *Primary Education: Changing Mainstay of Uruguay in Noblit and Pink.* International Handbook of Urban Education. Sprinter.

Botha, R.J. 2002. *Outcomes-Based Education and Educational Reform in South Africa.* International Journal. 5 (4): 361-371.

Burger, D. 2007. *Education Policy.* [Online] Available: http://www.info.gov.za [15 June 2009].

Carl, A. 2005. *The "Voice of the Teacher in Curriculum Development" a Voice Crying in the Wilderness.* South African Journal of Education . 25 (4) 223-228.

Chatturgoon, S. 2008. *An Exploration into Teachers' Perception on Teacher Leadership and their Motivational Levels to Engage in Leadership Roles at School.* Unpublished Masters Thesis, University of KwaZulu-Natal, Pietermaritzburg.

Chisholm, L. 2005. *The Politics of Curriculum Review and Revision in South Africa in Regional Context.* Human Science Research Council, South Africa. 35 (1) 79-100.

Chisholm, L. & Leyendecker, R. 2008. *Curriculum Reform in Post 1990's Sub-Saharan Africa*. International Journal of Educational Development. 28, 195-205.

Clandinin, D.J., & Connelly, F.M. 2000. *Narrative Inquiry Experience and Story in Qualitative Research.* San Francisco: Jossey Bass.

Cohen, L., Manion, L. & Morrison, K. 2007. *Research Methods in Education.* 6th Edition. London: Routledge.

Cross, M., Mungadi, R., & Rouhani, S. 2002. *From Policy to Practice: Curriculum Reform in South African Education.* Comparative Education. 38 (2): 171-187.

Crossley, M., & Watson, K. 2003. *Comparative and International Research in Education:* Globalization Context and Difference. London: Routledge Falmer.

Dada, F., Diphoto, T., Hoadley, U., Khembo, E., Muller, S., & Volmink, J. 2009. *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement.*

Darlington, Y. & Scott, D. 2002. *Qualitative Research in Practice. Stories from the Field.* Buckingham: Open University Press.

de Waal, T.G. 2005. *Curriculum 2005: Challenges Facing teachers in Historically Disadvantaged Schools in the Western Cape.* Unpublished Masters Thesis, University of the Western Cape, South Africa.

Denscombe, M. 2003. *The Good Researcher's Guide: For Small-Scale Social Research Projects.* 2nd Edition. Philadelphia: Open University Press.

Dibbon, D. 2004. *It's About Time: A Report on the Impact of Workload on Teachers and Students.* Commissioned by NLTA.

Dixon,K., Scott, S, and Dixon R. 2008. *The Impact of Increasing Workload on Academics. Is There Time for Quality Teaching?* Curtin University of Technology, Perth.

Earl, L. 2007. Forewords. In H. Timperley, A. Wilson, H. Barrar & I. Fung (Eds.), *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* (pp.vii-ix). Wellington: Ministry of Education.

Earnest, J. & Treagust, D. 2006. Educational Reform in Societies in Transition. *International Perspective.* Curtin University of Technology, Australia.

Engelbrecht, J, & Harding, A. 2008. The impact of the Transition to Outcomes-based teaching on University Preparedness in Mathematics in South Africa. *Mathematics Education Research Journal.* Volume 20, No.2, 57-70

Erden, E. 2010. *Problems that Preschool teachers face in the curriculum implementation.* Unpublished Masters Thesis, Middle East Technical University.

Fataar, A. 2007. *Educational renovation in South Africa "toonslup on the move": A Social-spatial Analysis.* International Journal of Educational Development. *27* 599-612.

Fiske, E & Ladd, H. 2005. *Equity: Educational Reform in South Africa.* Cape Town: HSRC Press.

Foulds, S. 2002. Teacher Development Challenges in the context of Curriculum Reform: South Africa. *South African Principals Association KwaZulu Natal.*

Glatthorn, A.A., Boschee, F., & Whitehead, B.M. 2006. *Curriculum Leadership: Development and Implementation.* London: Sage Publication.

Gorman, G. E. and P. Clayton. 2005. *Qualitative Research for the Information Professional: A Practical Handbook.* London, Facet Publishing.
Gorrie, P. 2009. *Teaching International Fee-Paying Students in a Primary and Intermediate School in New Zealand: An Investigation Into the Issues Classroom Teachers Face.* Unpublished Masters Thesis, Unitec Institute of Technology, New Zealand.

Grant, C. 2006. Emerging voices on Teacher Leadership*: Some South African views. Educational Management, Administration Leadership.* NMMU: Sage.

Guba, E.G. 1981. *Criteria for Assessing the Trustworthiness of Naturalistic Inquiries*, Educational Communication & Technology Journal. 29, 75-91.

Gultig, J. 2002. *Curriculum: From Plans to Practices. Reader.* Cape Town: Oxford University Press.

Hackenberg, A.J. 2002. *The Mathematics Education.* Mathematics Education Student Association. Volume 12, No. 2.

Hatch, J.A. 2002. *Doing Qualitative Research in Educational Settings.* Albany: State University of New York Press.

Henning, E. 2004. *Finding Your Way in Qualitative Research.* Pretoria: Van Schaiks.

Henning, E., van Rensburg, W., & Smit, B. 2004. *Finding your Way in Qualitative Research.* Pretoria: Van Schaik Publishers.

Hoberg, S.M. 1999. *Research Methodology. Study Guide 2 for MEDEM 2-R.* Pretoria: University of South Africa.

Holloway, J. 2002. *Do Small Classes Change Instruction?* Educational Leadership, 59 (5).

Jansen, J. 1998. *Curriculum Reform in South Africa: a Critical Analysis of Outcomes-Based Education,* Cambridge Journal of Education, Volume 28, No. 3, pp 321-331.

Jansen, J. 1999. *The School Curriculum since Apartheid: Intersections of Politics and Policy in the South African Transition.* Journal of Curriculum Studies 31 (1) 57-67.

Jansen, J., & Christie, P. 1999. *Changing Curriculum: Studies on Outcomes-Based Education in South Africa.* Kenwyn: Juta.

Knight, J.A. 2005. *Grade 8 and 9 Educators' Preference For, and Expectations Of, Curriculum 2005 (C2005).* New Voices in Psychology. 1: 19-32.

Laidlaw, K.B., Taylor, N., & Fletcher, P. 2009. *Teaching Primary School in Rural and Regional Australia: Some Challenges Facing Practicing and Pre-Service Teachers.* Journal of Science and Mathematics. 32 (2), 105-130.

Lang, G., & Heiss, G.D. 1994. *A Practical Guide to Research Methods.* 5th Edition. Lanham, MA: University Press of America.

Lelliott, A., Murakapenda, W., Doidge, M., du Plessis, J., Mhlolo, M., Msimanga, A., Mundalamo, F., Naledi, M., & Bowie, L. 2009. *Issues of Teaching and Learning in South Africa: A Disjunction Between Curriculum Policy and Implementation.* African Journal of Research in MST Education. Special Issue. 47-64.

Le Roux, L. 2006. *Qualitative Research: Where We Come From, How We Judge. A Reflection on Positivist Trappings.* 15th EDAMBA Summer Academy, France. http://edamba.wu-wiem.ac. Retrieved 26 July 2011.07.30

Lincoln, Y.S. 1995. *Emerging Criteria for Quality in Qualitative and Interpretive Research.* Qualitative Inquiry. 1, 275-289.

Lombard, E.H. 2002. *Identifying the Need for the Development of an Instrument to Determine Senior Phase Teachers' Science Assessment Competence.* Unpublished Masters Thesis, Port Elizabeth Technikon, Port Elizabeth.

Macura-Milovanovic, S., Gera, I., & Kovacevic, M. 2010. Report by Scienter and Centre for Education Policy.

Maphalala, M.C. 2006. *Educators' Experiences in Implementing the Revised National Curriculum Statement in the GET Band.* PhD thesis, University of Zululand, South Africa.

Mbeshu, N.C. 2010. *An Evaluation into the Implementation of Arts and Culture Learning Area in Bizana Schools of the Eastern Cape Province.* Unpublished Master's thesis, Nelson Mandela Metropolitan University, Port Elizabeth.

McFarlane, J. 2000. *A Critical Investigation into Course Development for the Preparation of School Teachers.* PhD thesis. Grahamstown: Rhodes University.

McMillan, J.H. & Schumacher, S. 2001. *Research in Education: A Conceptual Introduction.*5th Edition. New York: Longman Harper Collings.

McMillan, J.H. & Schumacher, S. 2006. *Research in Education: Evidence-Based Inquiry.* Boston: Pearson.

Merriam, B. 1998. *Qualitative Research and Case Study Applications in Education.* San Francisco: Jossey-Bass.

Mkhwanazi, F. 2007. *The Role of the School Management Team(SMT) in Leading Professional Development for the Introduction of Further Education and Training Curriculum in 3 Schools in the Pinetown District.* Unpublished Masters Thesis, University of KwaZulu-Natal, South Africa.

Morgan, N.G.E. 2005. *The New Curriculum and Teacher Performance.* Unpublished Masters Thesis, University of Johannesburg. Johannesburg.

Mothata, S. 2000. *A Dictionary of South African Education and Training.* Johannesburg: Hodder and Stoughton.

Motseke, M.J. 2005. OBE: *Implementation Problems in the Black Township of South Africa.* Interdisciplinary Journal, 4 (2): 113 – 121.

Mulaudzi, N.O. 2009. *Implementation of the South African National Curriculum: The Educational Perspective.* Unpublished Masters Thesis, University of Venda, Limpopo.

Mutereko, S. 2009. *Policy Implementation and Street-Level Bureaucrats' Discretion, Autonomy and Coping Mechanism:a Case Study of National Curriculum Statements at a School in Pietermaritzburg.* Unpublished Masters Thesis, University of Kwazulu Natal,Pietermaritzburg.

Naicker, S. 1998. *Curricular Change and Outcomes-Based Education.* Durban: University of Natal.

Naong, M.N. 2008. Overcoming Challenges of the New Curriculum Statement – A Progress Report. *Interim: Interdisciplinary Journal.* 7 (2): 164-176.

Neuman, W.L. 2000. *Social Research Methods. Qualitative and Quantitative Approaches.* 4th Edition. Needham Heights: Allyn and Bacon.

Nieuwenhuis, J. 2007. *Qualitative Research Designs and Data Gathering Technique.* In K Maree (Ed). *First Steps in Research* (75-92). Pretoria: Van Schaik.

Noblit, G.W., & Pink,W.T. 2007. CODA: *An Urban Education Dystopia.* University of North Carolina, USA. International Handbook of Urban Education, *1175-1176.*

Oliver, M. & Venter, D. 2003. *The Extent and Causes of Stress in Teachers in the George Region.* South African Journal of Education, 23 (3): 186-192.

Ono, Y. & Ferreira, J. 2010. *A Case Study of Continuing Teacher Professional Development Through Lesson Study in South Africa.* South African Journal of Education. 30: 59-74.

Patton, M.Q. 1990. *Qualitative Evaluation and Research Methods.* 2nd Edition. Newbury Park, CA: Sage Publications, Inc.

Patton, M.Q. 2002. *Qualitative Research and Evaluation Methods.* 3rd Edition. California: Sage Publication.

Ploeg, J. 1999. *Identifying the Best Research Design to Fit the Question.* McMaster University: Hammilton, Canada.

Prinsloo, E. 2007. *Implementation of Life Orientation Programme in the New Curriculum in South African Schools: Perceptions of Principals and Life Orientation Teachers*. South African Journal of Education. 27 (1): 155-170.

Psifidou, I. 2007. *International Trends and Implementation Challenges of Secondary Education Curriculum Policy.* Universidad Autonoma de Barcelona.

Pudi, T. 2006. *'From OBE to Curriculum 2005 to RNCS': Are We Still On Track?* University of South Africa. Africa Education Review. 100-112. puditi@unisa.ac.za

Punch, K. 2005. *Introduction to Social Research.* London: Sage.

Randolf, J.J. 2009. *Guide to Writing Dissertation: Literature Review*. Practical Assessment, Research and Evaluation. 14 (13).

Raselabe, M.J. 2006. *Foundation Phase Educators' Perception of Curriculum 2005 in the Nzhelele West District*. Unpublished Masters Thesis, University of Stellenbosch

Rembe, S. 2005. *The Politics of Transformation in South Africa – an Evaluation of Educational Policies and their Implementation with Particular Reference to the Eastern Cape Province.* Rhodes University, Grahamstown.

Robinson, M. 1998. *Teachers Mentor Student Teachers: Opportunities and Challenges in a South African Context.* South African Journal of Education, 12 (2): 176 – 182

Rockler-Gladen, N. 2008. *How to Write a Literature Review*. http://www.suite,101.com

Rogan, J.M. 2006. *An Uncertain Harvest: A Case Study of Implementation of Innovation*. Journal of Curriculum Studies. Pre-published online March 29th.

Rose, J. 2008. *The Independent Review of the Primary Curriculum.* Final Report.

Sarwar, S. 2010. *Hindering Factors of Beginning Teachers' High Performance in Higher Education.*

Silverman, D. 2000. *Doing Qualitative Research: a Practical Handbook.* London: Sage.

Singaram, D.T. 2007. *Outcomes-based Assessment as a Non-Reflection of Learner Performance.* Unpublished Masters Thesis, University of Johannesburg, Johannesburg.

Singh, P. 2005. *Use of the Collegial Leadership Model of Emancipation to Transform Traditional Management Practices in Secondary Schools.* South African Journal of Education, 25: 1-18.

Singh, P. 2008. *Curriculum Development.* Port Elizabeth: Nelson Mandela Metropolitan University.

Smit. B. 2001. *Perspectives in Education.* How primary school teachers experience education policy change in South Africa. 19 (8).

Stewart, S.L. 2007. *The Role of Teacher Support in the Implementation of the Revised National Curriculum Statement, in Grade 7 Learning Area English in Gauteng.* Unpublished Masters Thesis, University of Witwatersrand, Johannesburg.

Treu, P., Olivia, M.A.J., Bean, P. And Van der Walt, J.L. 2010. *A Group of Educators Stance on the Implementation of South African Further Education and Training Curriculum.* Teaching and Teacher Education, (26) 343-350.

Uiseb, I. 2007. *Strength and Weaknesses of the Previous Century Influencing the Curriculum Reforms of the 21st Century 29 (1d2) 69-82.*

Van Devanter, K. 2009. *Perspectives of Teachers on the Implementation of Life Orientation in Grades R – 11 from Selected Western Cape Schools.* South African Journal of Education. 29 (1).

Vandeyar, S. & Killen, R. 2003. *Has Curriculum Reform in South Africa Really Changed Assessment Practices, and What Promise Does the RNCS Hold?* Perspectives in Education, 21 (1).

Vandeyar, S., & Killen, S.R. 2007. Educators' Conception and Practice of Classroom Assessment in Post-Apartheid South Africa. South African Journal of Education. 27 (1) 101-115.

Vithal, R. & Jansen, J. 2006. *Designing your Finish Research Proposal: a Manual for Researcher in Education and the Social Sciences.* Lansdowne: Juta and Co.

Walliman, D.N. 2001. *Your Research Project: A-Step-By-Step Guide for the First-Time Researcher.* London: Sage Publications.

Williams, C. 2003. Stress at work. *Canadian Social Trends*, Statistics Canada Catalogue No. 11-008.

William, R. 2005. *Ethics in Research.* Unpublished paper.

Wood, F.P. 2007. *Female Secondary School Educators' Personality Awareness in Relation to Work Related Stress.* Unpublished Masters Thesis, University of South Africa.

Yeung, S.Y.S., & Lam, C.C. 2007. *Teachers' Conception of Curriculum Integration: A Problem Hindering its Implementation in Hong Kong.* Education Journal. 35 (2): 1-36.

Younghusband, L.J. 2005. *High School Teachers' Perceptions of their working Environment in Newfoundland.* Unpublished Masters Thesis, Memorial University of Newfoundland, Newfoundland.

Zhang, C.C. 2007. *Fundamentals of Environmental, Samples and Analysis.* Hoboken: John Wiley and sons.

ANNEXURE A

Nelson Mandela Metropolitan University

for tomorrow
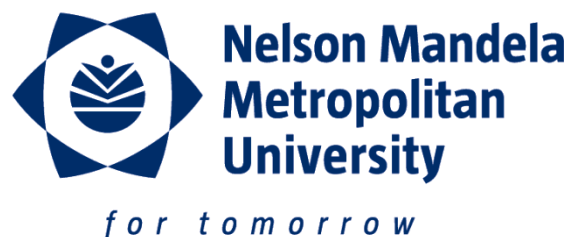
FACULTY OF EDUCATION

Tel. +27 (0)41 504 2125

Fax. +27 (0)41 504 9383

14 November 2011

Ms R Harricharan / Dr T Morar

Education Faculty

NMMU

Dear Ms Harricharan / Dr Morar

NARRATIVES OF CURRICULUM ADAPTATION: TEACHER CHALLENGES IN THE FACE OF CURRICULUM REFORM

Your above-entitled application for ethics approval was approved by the Faculty Research, Technology and Innovation Committee of Education (ERTIC) meeting on 8 November 2011.

We take pleasure in informing you that the application was approved by the Committee.

The ethics clearance reference number is **H11-EDU-ERE-033**.

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

<u>ANNEXURE B</u>

<div align="right">

67 Barvale Drive

Bakerville Gardens

Newlands

Durban

4051

</div>

The Participant

17 Khatija Place

Parlock

Durban

4051

Dear Participant

REQUESTING PERMISSION TO PARTICIPATE IN MY RESEARCH STUDY.

I am an M.Ed student at Nelson Mandela Metropolitan University, and this project forms part of my studies. The title of my research project is Narratives of Curriculum Adaptation: Teacher challenges in the face of Curriculum Reform. The aim of this project is to explore how teachers adapt to curriculum changes and the challenges that they face. You have been identified as a possible participant through purposive sampling from many teachers. Your participation is voluntary. I kindly request permission for you to participate in my research study. The project is supervised by Dr Tulsi Morar, a lecturer at the school of Education and Development at NMMU. Should you wish to verify this letter, you are kindly requested to contact my supervisor Dr Tulsi Morar (Tel 041-504 4596, email: tulsi.morar@nmmu.ac.za) at NMMU.

As a participant you will be interviewed about your challenges regarding changes to the curriculum and how you adapt to these challenges several times over a period of two months starting from July 2011. Each interview will be for a maximum duration of 30 minutes and these interviews could be held at a time and place that is convenient to you. The interviews will not interfere with your teaching and other school responsibilities. These

interviews will be tape recorded to capture the actual words that you say. Should you not be willing to be tape recorded, notes will then be recorded during the interviews.

As a participant your identity will be protected through the use of pseudo names. Further, the information given by you will be used for research purpose only and that the confidentiality of you and the information that you provide will be respected and protected throughout the research process including any publication thereof. You have the right to withdraw from participating in this research at any point without any negative consequences to you or your school. There are not potential risks to you while participating in this research project as the information that you provide will be used solely for the purpose of research. The information provided by you will be kept in a safe place for a period of five years and will be destroyed through shredding and demagnetising thereafter.

If permission is granted to participate in the research study, you are kindly requested to fill in the attached declaration.

Mrs. R. Harricharan

031 5777004

DECLARATION:

I ……………………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project entitled "Narratives of Curriculum Adaptation: Teacher challenges in the face of curriculum reform".

I understand that I am free to leave/withdraw from the project at any time, if I want to.

……………………………………………………. ……………………………………………………

Signature of Participant Date

ANNEXURE C

DATE:

FROM: Mrs R. Harricharan

FACULTY OF EDUCATION

TO: The Principal

        Parlock Primary School

Dear Sir,

RE: RESEARCH: NARRATIVES OF CURRICULUM ADAPTATION: TEACHER CHALLELNGES IN THE FACE OF CURRICULUM REFORM.

I am an MED student at NMMU, and this research project forms part of my studies programme. I kindly request permission to conduct my research at your school. I would like to interview 3 educators from your school on challenges that they face with changes to the curriculum and how they adapt to these challenges.

In doing this, I would agree to the following:

1. In no way will the research interfere with the teaching and running of the school.
2. Identified teachers will be requested to participate after giving them complete information about the research and their involvement. Should they agree to participate in the research; a consent form will be signed by the participating teachers.
3. Should for any reason you find that you wish to withdraw your permission for the research, you may do so at any stage of the research without any negative consequence to you or your school.

I will conduct interviews with the educators and they have the right to withdraw from the project at any time without negative consequence.

Should you have any queries please contact my supervisor Dr Tulsi Morar at 041-504 4596, email: tulsi.morar@nmmu.ac.za

_____

Mrs R Harricharan

67 Barvale Drive

Bakervile Gardens

Newlands

Durban

(031) 5777004

ANNEXURE D

INTERVIEW SCHEDULE

1. How long have you been teaching?
2. Do you like your job as a teacher?
3. Can you tell me about your journey in teaching?
4. Describe your training when you were at college or university.
5. Did you have any formal training to implement changes to the curriculum. If yes describe the type of training you have received? If no how are you managing and coping with your teaching?
6. What is your view about changes to the curriculum?
7. How did you feel about changing your teaching methods and activities when the curriculum changed?
8. What professional development are you receiving to enhance teaching and learning with the new changes to the curriculum?
9. What are some of the challenges you are facing when the curriculum changed from the traditional method to OBE to RNCS to NCS?
10. What opportunities are you facing in terms of this reform?
11. What are some of the reforms that are plaguing the school curriculum?
12. Are teachers currently trained to handle these curriculum reforms? Please explain.
13. How do you manage administrative tasks in terms of recording, planning and preparation?
14. Where do you find the time to complete all of these tasks? Explain.
15. What other duties are assigned to you besides your classroom teaching? How do you cope with these extra duties?
16. Do you think that the increase in the workload has created gaps for the teacher? How do teachers cope with the extra workload? How and where are you able to complete all your work?
17. Do you have sufficient resources for yourself as a teacher as well as for the learners so that teaching and learning can be enhanced? How do you manage? If you do not have sufficient material what methods do you have in place to enhance your teaching in the classroom?
18. How many learners do you have in your class? Do you feel that the classrooms are overcrowded? Does overcrowding create any problems for the teacher? How do you manage with the large number of learners in your class?
19. What problems have you encountered in the classroom with regards to overcrowding?
20. What plans do you have in place to overcome any problems you experience
21. Do you think that discipline is a problem in schools? How do you cope with this problem? How does management assist you in solving behavioural problems? What strategies are in place at your school with regards to discipline?
22. In spite of all the changes to the curriculum, have you coped? Describe the method and tools that you have employed to deal with the changes.