

INVESTIGATION INTO PROBLEMS OF IMPLEMENTATION OF
CURRICULUM 2005 IN THE SOUTH AFRICAN EDUCATION
SYSTEM IN FOUR SELECTED DISTRICTS AND SCHOOLS IN
THE EASTERN CAPE PROVINCE

By

Nthabiseng Joyce Mokhantso

A mini-dissertation submitted in partial fulfilment for the degree

MASTER OF EDUCATION (M.Ed.)
(In Management and Policy)

at

WALTER SISULU UNIVERSITY

Supervisor: Dr. N.A.P Boaduo FRC

March 2014

ABSTRACT

This study investigated problems of implementation of C2005 in the South African Education System, which eventually led to its demise in 2010 replaced by CAPS. Its aim was to identify the common factors and the programmes and actions that could be used to help implement curriculum successfully. Theoretically, the literature review formed an essential part of the research process and constituted part of the whole project in itself. It was a critical synthesis of previous researches, which have been undertaken that helped to validate the need for the study to be conducted. In retrospect, the evaluation of the literature reviewed led logically to the formulation of the research questions that constituted the bases for the formulation of the, which formed the instrumentation for the collection of the main primary data required to complete the study.

Methodologically, the researcher identified the need to discern an elaborate methodological choice, design and application using qualitative, quantitative and participatory research paradigms constituting the triangulation approach. This was the most important part of the research study, which guided the whole process to a successful conclusion. Through the methodological application, the study produced data from which findings were deduced and recommendations made to respond to the research problem.

The conclusion that could be drawn is that curriculum reform and implementation should be considered in terms of the curriculum cycle if set aims and objectives were to be achieved successfully. Sporadic curriculum implementation leads to its apparent failure as was the case with C2005. The fear of the researcher is that CAPs might go the same way since its introduction and implementation did not subscribe to the curriculum cycle perspective.

DECLARATION

I, Joyce Nthabiseng Mokhantso (nicknamed Masentle) student number 195 673 522, solemnly declare that this dissertation is my own original work from the planning, proposal writing and the conduct of the study to the end. It is the result of my efforts through the professional support and guidance of my experienced supervisor Dr. Nana Adu-Pipim Boaduo FRC who, indefatigably, gave me guidance and direction to be able to complete this report.

All the sources in terms of references used in the compilation of this report have been acknowledged and listed in the bibliography.

Name of Student: **Nthabiseng Joyce Mokhantso**

Signature:..... Date:.....05/...02. /2014

Supervisor: **Dr. Nana Adu-Pipim Boaduo FRC**

Signature:..... Date:...../...../2014

DECLARATION OF PLAGIRISM

1. I am aware that plagiarism is defined at Walter Sisulu University as the inclusive of another's or others; ideas, writings, works, discoveries and inventions from any source in an assignment or output without the due, correct and appropriate acknowledgement to the author(s) or source(s) in breach of values, conventions, ethics and norms of the different professional, academic and research disciplines and includes unacknowledged copying from intra- and internet and peer or fellow students.
2. I have duly and appropriately acknowledged all references and conformed to avoid plagiarism as defined by Walter Sisulu University.
3. I have made use of the citation and referencing style stipulated by my lecturer/supervisor.
4. This submitted work is my own under the supervision of the assigned supervisor.
5. I did not and will not allow anyone to copy my work and present it as his or her own.
6. I am committed to uphold academic and professional integrity in the academic and research activity.
7. I am aware of the consequences of engaging in plagiarism.

Name of student: **Nthabiseng Joyce Mokhantso**:.....

Date:...../...../2014

Name of supervisor: **Dr. Nana Adu-Pipim Boaduo FRC**:.....

Date:...../...../2014

ACKNOWLEDGEMENT

I sincerely acknowledge the support and the expertise of the following people who helped me to complete my study.

First is the Almighty God who made my path straight and supported me spiritually when I needed Him.

Second is my supervisor: Dr. Nana Adu-Pipim Boaduo FRC for his outstanding guidance, absolute patience, valuable suggestions, advice and tolerance. His indefatigable concern for the success of his students is highly comprehensible and deserves unflinching acknowledgement.

Third are Dr. Sammy Khoza and Dr.Nakin (WSU-Butterworth in 2010) who advised and encouraged me to study and pursue my M.Ed. studies at Walter Sisulu University.

Fourth is to my professional colleague, the school principal at Khashule Junior Secondary School for sharing with me my frustrations including my endless permissions to attend contact sections as WSU. This includes the DoE, the Directors and teachers of the selected districts where the study was conducted and the DoE-Maluti Skills Development Team for funding my studies.

Finally, I thank all my friends and family members, especially my daughter Kefuwe-Palesa Mokhantso and son Khotsofalang Orefile for their patience, support and understanding for the numerous times I deprive them my company during my lecture hours. I also thank myself for not giving up my studies despite my ill-health at the final stages of my studies.

DEDICATION

I dedicate this dissertation to my only daughter Kefuwe-Palesa and my only son Khotsofalang Orefile Mokhantso for being there for me during the times I was hospitalized for multiple operations.

Nthabiseng Joyce Mokhantso -----

LIST OF ABBREVIATIONS

The following abbreviations featured prominently in the compilation of the research report and for this reason require proper explanation.

1. **C2005** : The New Curriculum adopted by South Africa from 2005 to 2010
2. **OBE** : Outcome Based Education
3. **CAPS** : Curriculum and Assessment Policy Statement
4. **DoE** : Department of Education
5. **SASA** : South African Schools Act

TABLE OF CONTENTS

Abstract	I
Declaration	II
Declaration of plagiarism	III
Acknowledgement	IV
Dedication	V
List of abbreviations	VI

CHAPTER 1: ITRODUCTION AND BACKGROUND

1.1. Introduction	1
1.2. Background to the study	2
1.3. Problem statement	2
1.4. Theoretical framework	3
1.5. Conceptual framework	4
1.6. Main research question	5
1.7. Subsidiary research questions	5
1.8. Aim of the study	5
1.9. Objectives of the study	6
1.10. Rationale	6
1.11. Significance	7
1.12. Delimitations	7
1.13. Limitations	7
1.14. Acronyms	8
1.15. Outline of chapters	8

1.1.6. Conclusion	9
-------------------	---

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction	10
2.2. Related literature on curriculum change	11
2.3. Elaborate definition of curriculum	13
2.4. Content of C2005	15
2.5. Curriculum implementation strategies	15
2.6. Weaknesses of C2005	16
2.7. Outcomes-Based Education	18
2.8. Conclusion	19

CHAPTER 3: METHODOLOGICAL CHOICE AND APPLICATION

3.1. Introduction	20
3.2. Research site	20
3.3. Methodological choice	21
3.4. Design and application	22
3.5. Contextual reasons for choosing triangulation methodology	24
3.6. Qualitative perspective	29
3.7. Quantitative perspective	30
3.8. Triangulation perspective	30
3.9. Data collection, analysis and interpretation	31
3.10. Sample population and sampling technique	32

3.11. Ethical consideration	34
3.12. Validity and reliability of the collected data	35
3.13. Conclusion	36

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction	37
4.2. Summary of questionnaire item responses from respondents	
4.2.1. Directors questionnaire responses and interpretation	38
4.2.2. Subject Advisors questionnaire responses and interpretation	52
4.2.3. Teachers questionnaire responses and interpretation	66
4.3. Conclusion	79

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction	80
5.2. List of findings	80
5.3. Recommendations	81
5.4. Conclusion	83
BIBLIOGRAPHY	84

LIST OF TABLES

Table 1: Summary of questionnaire responses from Directors	28
Table 2: Summary of questionnaire responses from Subject Advisors	42
Table 3: Summary of questionnaire responses from Teachers	56

LIST OF FIGURES

Figure 1: The C2005 was not introduced properly	29
Figure 2: Adequate teacher preparation was not made	30
Figure 3: Adequate infrastructural preparation was not made	30
Figure 4: Implementation of C2005 did not follow the Curriculum Cycle	31
Figure 5: DoE did not equip schools with laboratories	32
Figure 6: Schools did not have workshops for practical subjects	32
Figure 7: Assessment and evaluation of students were cumbersome	33
Figure 8: Preparation of lessons for teaching was not innovative	34
Figure 9: Too much paper work did not allow teachers to teach	34
Figure 10: School Inspectors were not properly orientation in C2005	36
Figure 11: C2005 did not accommodate rural schools	36
Figure 12: Libraries were not available in schools to facilitate learning	36
Figure 13: Teachers were not familiar with the teaching approaches	37
Figure 14: A good number of teachers resigned after the introduction of C2005	37
Figure 15: C2005 introduced learners to project work	38
Figure 16: Teachers were confused after the introduction of C2005	39
Figure 17: Teachers were not involved in the design of C2005	39

Figure 18: C2005 was introduced hurriedly without consultation	40
Figure 19: C2005 was not given time to run its cycle and mature	40
Figure 20: C2005 brought a lot of stress to teachers	41
Figure 21: C2005 was not introduced properly	43
Figure 22: Adequate teacher preparation was not made	43
Figure 23: Adequate infrastructural preparations were not made	44
Figure 24: The Curriculum Cycle was not considered before implementation	45
Figure 25: The DoE did bother to equip schools with laboratories	45
Figure 26: Schools did not have workshop for practical subjects	46
Figure 27: Assessment and evaluation of students were cumbersome	47
Figure 28: Preparation of lessons for teaching was not innovative	47
Figure 29: Too much paper work did not allow teachers time to teach	48
Figure 30: School Inspectors were not adequately orientation in C2005	49
Figure 31: C2005 did not accommodate rural schools	49
Figure 32: Libraries were not found in schools to facilitate learning	50
Figure 33: Many teachers were confused by lesson delivery approaches	51
Figure 34: A good number of teachers resigned after the introduction of C2005	51
Figure 35: C2005 introduced learners to project work regularly	52
Figure 36: Teachers were confused after the introduction of C2005	53
Figure 37: Teachers were not involved in the design of C2005	53
Figure 38: C2005 was introduced hurriedly	54
Figure 39: C2005 was not given time to mature before it was faced out	55

Figure 40: C2005 brought a lot of stress to teachers	55
Figure 41: C2005 was not introduced properly	57
Figure 42: Adequate teacher preparation was not made	57
Figure 43: Adequate infrastructural preparations were not made	58
Figure 44: The Curriculum Cycle was not considered before implementation	59
Figure 45: The DoE did bother to equip schools with laboratories	59
Figure 46: Schools did not have workshop for practical subjects	60
Figure 47: Assessment and evaluation of students were cumbersome	61
Figure 48: Preparation of lessons for teaching was not innovative	62
Figure 49: Too much paper work did not allow teachers time to teach	62
Figure 50: School Inspectors were not adequately orientation in C2005	63
Figure 51: C2005 did not accommodate rural schools	64
Figure 52: Libraries were not found in schools to facilitate learning	64
Figure 53: Many teachers were confused by lesson delivery approaches	65
Figure 54: A good number of teachers resigned after the introduction of C2005	65
Figure 55: C2005 introduced learners to project work regularly	66
Figure 56: Teachers were confused after the introduction of C2005	67
Figure 57: Teachers were not involved in the design of C2005	67
Figure 58: C2005 was introduced hurriedly	68
Figure 59: C2005 was not given time to mature before it was faced out	68
Figure 60: C2005 brought a lot of stress to teachers	69

LIST OF APPENDICES

Application letters for a permission to conduct a research

1. Letter to the department of education (strategic planning and research services - Bisho
2. Letters to the district offices
Maluti
Mt Frere and MT Ayllif
Mt Fletcher
3. Letters to the schools
Manguzela J.S.S
Saphokanduku J.S.S
Lower Brooksnek J.S.S
Edward Zibi S.S.S

Acceptance letters from the relevant offices

1. Letter from the department of education
2. Letters from the district offices
3. Letters from the schools

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION TO THE STUDY

This study was an investigation into problems of implementation of curriculum 2005 in the South African Education System, which eventually led to its demise in 2010 replaced, by the Curriculum and Assessment Policy Statement (CAPS). The transformation in the South African Education System started immediately after the release of Nelson Mandela from prison in February 1990. Before this date, the South African Education System had a multiplicity of departments for each of the various major population groups in the country. The Apartheid Government of the day practised segregation in education and in settlements.

In 1994, South Africa held her first democratic elections. Prior to the elections, several working committees were set up to prepare series of new initiative policy documentation which included the new Education Policy Document which restructured the South African Education System to multi-cultural system with no segregatory implications providing for all South Africans equal educational opportunities in the Education System.

Before 2005 and the completion of the new initiative policy documentations of which the Education Policy was one of them, education provision followed the Apartheid political ideology. When all was set and the new policy initiative documentations were finalised, the C2005 was introduced to replace the Apartheid Education System. It came to be known as the Outcomes Based Education (OBE) and was introduced in January 2005 in three phases in the school system namely: Grades R to 6, 7 to 9 and 10 to 12 (See 1.4 on Policy Implementation Theory). Unfortunately, casual observation from the perspectives of schools, teacher education and training, infrastructure and resources which could contribute to the successful implementation

of OBE was flout with several challenges which led to its untimely death. This study has provided an appraisal for a critical re-look at C2005 for its re-instatement.

1.2. BACKGROUND OF THE STUDY

From the onset of the introduction of C2005, several basic and relevant preparations were not properly made. Under normal curricular changes in any education system, it is imperative that the changes are supposed to go through what educationists call curriculum cycle. For instance, the South African Education Systems in the initial stages takes 13 years that is grades R to 12, and for this reason, the implication is that the C2005 should have taken 13 years for its proper and systematic phases of introduction and successful implementation, which was not done by the Government of the day (See 1.4 referring to Policy Implementation Theory).

Boaduo (2010) is of the view that: "The major aim of the new South African Education System since 1994 has been to prepare all children for the future demands of life situations and roles that they would have to play in society. The achievement of this aim led the Department of Education to reform, innovate and review the Apartheid Curriculum, which eventually gave rise to the Outcomes Based Education (OBE) and the introduction of Curriculum 2005. The Curriculum 2005 incorporated innovations that promised equal opportunities, better knowledge and skills acquisition by all learners irrespective of back ground for the world of work during their adult lives. These reforms and innovations were believed to be important because they tended to bring additional improvements and encouraged changes for the best. Notwithstanding, several eyebrows have raised several questions along the treacherous five-year journey of OBE and its Curriculum 2005." But this did not become a reality just five years after the introduction of C2005 (See 1.4 on Policy Implementation Theory).

1.3. PROBLEM STATEMENT

This study was an investigation into problems of implementation of C2005 in the South African Education System. These problems of implementation eventually led to

its demise in 2010 replaced by the Curriculum and Assessment Policy Statement (CAPS). It further examined the treacherous five-year journey with reference to the hasty introduction without the necessary preparations in terms of teacher education and training, orientation of teachers in South African schools, infrastructural provision, textbooks and other resources for C 2005, the content of the curriculum, expected requirements for the successful implementation which were not met. Finally, this study intended to identify, list and discuss the problems, which eventually led to its premature death and provide recommendations to be considered for the continuation of C2005 to continue its journey successfully to its educational destination in the South African Education System (See 1.4).

1.4. THEORETICAL FRAMEWORK

In a research study there is the necessity to provide a theoretical frame work. Introspectively, the construction of theories is to explain, predict and master phenomena, which are relationships, events, behaviours and performances. Theoretical framework is the construction of models of reality in a certain working environment. In this study, it was the investigation into problems of implementation of C2005 in the South African Education System. Theories generalize about observations and predictions of issues and events. These generalizations usually consist of integrated, coherent sort of ideas and models pertinent to the environment under study. In this case the study is about the problems that led to the phasing out of C2005. The theoretical framework, therefore, is the structure that can hold or support the research work. It presents the theory, which explains why the problem under investigation exists. The theoretical framework is on the investigation into problems of implementation of C2005 in the South African Education System. Furthermore, the main theory guiding this study is the Policy Implementation Theory. This theory states that "Policy depends on building blocks of implementation which are used in the process of articulating what objectives have been set, in organising goals and sub-goals, in allocating resources, infrastructural provision, human resources development and other resources required to be put into place for the successful implementation and achievement of set objectives"

(Rumelhart, 1977: 60; Boaduo, 2011). C2005 did not run its 13-year cycle progressively, making the Policy Implementation Theory unfulfilled (See page 1, paragraph 3 and p. 2 paragraph 2).

1.5. CONCEPTUAL FRAMEWORK

In a research study the formulation of the theoretical framework is followed by the development of the conceptual framework to guide the study in terms of the researcher's articulation of the study process. Literally, a concept is an image or symbolic representation of an abstract idea. In this study, investigation into problems of implementation of C2005 in the South African Education System is going to be considered and investigated further to provide the main substance of the study being undertaken. Generally, the conceptual framework is a complex mental formulation of skills and experiences, which the researcher is supposed to master to be able to articulate the study effectively. In short, while theoretical framework is the theory on which the study is based; conceptual framework is the operationalization of the theory, which guided the practical articulation of the research process from the beginning to the end (See 3.8. & 3.9). For instance, in this study the investigation into problems of implementation of C2005 in the South African Education System is going to be operationalized to be able to collect the required data to respond to the research problem. The gathering of the primary data through the structured questionnaire and literature review enabled the researcher to identify the basis of the implementation challenges, which made it possible to find solution to the research problem under investigation.

To sum up the conceptual framework for this study was the researcher's own position on the problem to be investigated and gave direction to the study. Generally, it was an adaptation of an existing model used in other studies, as presented in the literature review with modifications to suit the present study. Furthermore, through the conceptual framework the researcher was able to show the relationships of the different constructs that were investigated to provide a coherent treatment of the challenges identified from the collected data (Boaduo, 2011).

1.6. MAIN RESEARCH QUESTION

The main research question for the investigation was “What problems of implementation of curriculum 2005 in the South African Education System eventually led to its demise in 2010 and replaced by the Curriculum and Assessment Policy Statement (CAPS)?”

1.7. SUBSIDIARY RESEARCH QUESTION

In an attempt by the researcher to find answers to the main research question, answers to the following subsidiary questions were considered important for their contribution towards finding answers to the main research question. The subsidiary questions were the following:

1. What preparations in terms of logistics, resources, infrastructure and orientation and training of teachers were made before the introduction of C2005?
2. Did C2005 follow the normal curricular cycle during its implementation?
3. What major implementations problems led to its eventual phase out and replacement with CAPS?
4. What should have been done before the introduction and implementation of C2005?
5. Are there possibilities that the newly introduced CAPS may go the same way as C2005 in terms of the problems investigated in this study?
6. What problems led to the premature death of C2005?

1.8. AIM OF THE STUDY

The main aim of this study was to investigate the problems that hindered the successful implementation of C2005 in the South African Education System.

1.9. OBJECTIVES OF THE STUDY

The following were the main objectives that this study intended to achieve.

1. To investigate the preparations in terms of logistics, resources, infrastructure and orientation and training of teachers were made before the introduction of OBE - Curriculum 2005.
2. To trace the OBE – Curriculum 2005 implementation procedures for its introduction.
3. To identify the major implementations problems that led to its eventual phase out and replacement with CAPS.
4. To find out what should have been done before the introduction and implementation of OBE – Curriculum 2005.
5. To identify the possibilities that the newly introduced CAPS may go the same way as the OBE - Curriculum 2005 in terms of the problems to be investigated in this study.
6. To identify and list the problems, which led to the untimely death of the OBE-Curriculum 2005.

1.10. RATIONALE

The rationale for the study was to identify and investigate the problems that led to the phasing out of C2005 and replaced by CAPS. This became necessary because without the proper investigation of the problems that led to its phasing out, the CAPS programme may go the same way. It, therefore, became pertinent for the researcher to undertake this study and make a contribution to this curriculum change debate.

1.11. SIGNIFICANCE

This study investigated problems that led to the failure of C2005. It should, therefore, contribute to the curriculum change discourse. The identification of the challenges listed in the findings (See 5.2) that led to C2005's demise might shed light on factors that impeded its successful implementation so that the newly introduced CAPS programme might not go the same way due to the identified flaws in the implementation of C2005 after its introduction. In so doing the findings and recommendations provided might be used by the National Department of Education to restructure the implementation plans properly to avoid the mistakes and make CAPS successful.

1.12. DELIMITATIONS

In the delimitations, two issues were considered namely the geographical and the sample population.

- **Geographical delimitations:** The study was conducted in four selected Educational Districts and four schools, one from each district in the Eastern Cape Province of South Africa.
- **Sample population delimitation:** The sample population included the MEC of Education and the District directors of the selected Educational Districts as well as randomly sampled school managers in the schools in the selected districts.

1.13. LIMITATIONS

The study was conducted in four selected districts and schools in the districts. The MEC of Education, due to scheduled activities might not have had time to respond to the researcher's numerous visits that might be required. To circumvent this problem, appointment was arranged for the MEC to allocate time for the consultations that the researcher requested. The other limitation was that the selected district education officials, both the district directors and the principals who might not be

knowledgeable to provide responses to the researcher's questions. To overcome this problem, the researcher provided them with the required questions in advance so that they could research and find answers to them before the appointment dates for their consultation.

1.14. ACRONYMS

The following acronyms featured prominently in the compilation of the research report and for this reason required proper explanation of their meanings.

- **C2005** :The New Curriculum adopted by South Africa from 2005 to 2010
- **OBE** : Outcomes Based Education
- **CAPS** : Curriculum and Assessment Policy Statement
- **DoE** : Department of Education
- **SASA** : South African Schools Act

1.15. OUTLINE OF CHAPTERS

The following were the outline of chapters of the study report. Chapter 1 provided the introduction, background, problem statement, the main and subsidiary research questions; aim, objectives, delimitations and limitations; rationale, significance the theoretical and contextual frameworks, acronyms and conclusion. Chapter 2 discussed the literature reviewed to be able to establish the gap lapse this study was to fill. Chapter 3 discussed the methodological choice and application, ethical considerations as well as validity and reliability. Chapter 4 discussed data analysis and interpretation. Chapter 5 attended to identified findings revealed by the collected data, made recommendations and drew conclusion.

1.16. CONCLUSION

This chapter has provided the bases for the study to be conducted. In the process the following have been covered – introduction, background, statement of the problem, theoretical and conceptual frameworks, aim and objectives, main and subsidiary research questions, significance and rational of the study, limitations and delimitations, acronyms use in the compilation of the report and the outline of chapters as used in this report.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

2.1. INTRODUCTION

Mark (1996:365) is of the view that the literature review in a research study should serve the following purposes and functions:

- "To demonstration mastery of the literature reviewed in the field being proposed for the study.
- To acquaint the reader with the existing knowledge on the subject.
- To discuss the proposed study in relation to the current literature on the study being undertaken.
- To display of both the conceptual and the theoretical framework of the study."

In view of Mark's list provided above the literature review was an effective evaluation of selected documents on the research topic that has to be taken in to consideration to be able to put the whole study project into prospective introspection. Furthermore, Haywood and Wagg (1982) have commented that critical literature reviews are more often considerable and of importance to a research study than uncritical literature reviews which is described as the furniture sale catalogue in which everything merits a one-paragraph entry no matter how skilful it has been conducted. Bloggs (1975), on the other hand found this to be significant in terms of relevance. Jones (1977) supports, Bloggs, Smith and Jones (1978) that literature review places the study on its journey to a successful conclusion which is further acknowledged by Haywood and Wagg (1982:2).

Theoretically, the literature review forms an essential part of the research process and constitutes part of the whole project in itself. It is a critical synthesis of previous researches, which have been undertaken that help to validate the

need for the study to be conducted. In retrospect, the evaluation of the literature reviewed leads logically to the formulation of the research questions that may constitute both the bases for the formulation of the questionnaire and interview schedules which formed the instrumentation for the collection of the main primary data required to complete the study. In general, the literature review was appropriate and had adequate depth and breath and placed the study in its perspective making a mammoth contribution to the knowledge database.

According to Hart (1998), the purpose of literature review is to, among other things:

- Distinguish what is to be done from what has been done in terms of the study, which Boaduo et al (2011) term as filling the gap lapse, which the new study would have to fill.
- Discover important variables relevant to the topic,
- To identify the relationships between ideas and practices for introspection.

2.2. LITERATURE ON CURRICULUM CHANGE WORLDWIDE

According to Singh (1992;84) curriculum is supposed to "...deal basically with the essentials of the formal educational programmes, since it outlines the subject matter, the effective utilization of limited time available and instructional procedures to attain the learning outcomes. It is considered to be indispensable tool in the decision-making process to establish the inclusion or exclusion of experiences for the learner in the regular classroom."

This is what is implied to have happened to C2005. This raises ethical questions about real learning taking place that is not driven by C2005. Learning should be viewed as an activity done by individuals (Singh 2000).

Ornstein and Hunkis (2000) perceive that a study of, or an enquiry into, the curriculum is open to a good deal of debate and even misunderstandings. The reason for this is the diversity in people's perception of what a curriculum is and, consequently, of what studies of the theory and development of the curriculum should entail. These perceptions are not always based on facts rather they are

reflections of people's views on education, on the relationships between educational institutions and society and on the role which knowledge, skills and values should play in learning, teaching and curriculum development. Generally, questions which are often explored in curriculum studies include the following:

- What is a curriculum?
- What philosophies and theories can be identified in existing curriculum?
- What social, political and economic forces influence curriculum development?
- Are existing curricula appropriate for the kind of world that learners are being prepared for?
- What are the essential parts of a curriculum?
- How should curriculum development take place?
- What subject matter or content is most worthwhile and how can it be organized for best results?
- How can the relevance and effectiveness of curricula be determined?
- Who should be involved in curriculum development, and at what levels should they be involved?

Defining or describing the concept: curriculum is a process fraught with difficulties. Firstly, curriculum often means different things to different people. Secondly, the term curriculum is often used by the same person to refer to more than one thing. Thirdly, perceptions of curriculum tend to change according to the philosophical or educational orientations which are dominant at any given time. According to Becher and McClure (1978: 11) "...defining curriculum is such a complex process that it may constitute a waste of time. To ask what the curriculum is, is not simply to imitate the pedantic judge who displays apparent judicial ignorance in order to force counsel to define something everyone knows. The answer which is given stakes the territory to which the curriculum developer lays claim. Nevertheless, attempts to define the curriculum help students of curriculum studies to grapple with the concept and to gain a deeper understanding of the issues involved.

2.3. DEFINITION OF CURRICULUM

The concise Oxford Dictionary (1964:250) defines a **concept** as 'a general notion or idea'. When we talk about the curriculum as a 'concept' we are, therefore, talking about ideas of what a curriculum is.

Because we are talking about notions or ideas, which are often subjective, 'curriculum' will naturally mean different things to different people. According to Richmond (1971, 111) it is the elasticity of the concept which lies at the heart of its definitional problems. Even an analysis of the word curriculum does provide us with definitive answers.

Curriculum comes from the Latin word curriculum (race – course, race – chariot) which is derived from the Latin verb, currere (to run). It is the first of these three meaning, 'race – course', which has influenced perceptions about curricula for many years. Consequently, the curriculum was equated with a course of study, programme of study, course curriculum, and even syllabus. According to this view, it is content (knowledge or information, values and culture) which determines the quality of a curriculum.

Pinar (1975) adopted the basic meaning of 'currere', namely to run as the root of 'curriculum': in doing this, he moved the focus from the content (the course which learners have to complete) to the process of teaching and learning. In this view the learning experiences (activities, teacher – learner relationships, milieu, etc.) are much more crucial than the content itself. The view of the curriculum is rooted in Dewey's (1938) definition of experience and education, a view which is very aware of the effect which the 'hidden' curriculum might have on learning in general.

A third view of the curriculum is that it is a written plan of action (MacDonald 1965; Beauchamp 1980; Wiles & Bondi 1989). Supporters of this view regard the curriculum as a guide to teaching and instructions. They argue that the curriculum should, ideally, provide teachers with goals, objectives, aims and outcomes only, so the selection of content and activities would be done by teachers and/ or educational institutions. Kelly (1989) refers to this kind of curriculum as product – oriented because it focuses on the end result, or products, of the teaching – learning process.

Marsh (1997: 3) provides the following selection of definitions of curriculum:

- Curriculum is that which is taught in school.
- Curriculum is a set of subjects.
- Curriculum is content.
- Curriculum is a set of materials.
- Curriculum is a set of performance objectives.
- Curriculum is that which is taught both inside and outside of school and directed by the school.
- Curriculum is that which an individual learner experiences as results of schooling.
- Curriculum is everything that planned by school personnel.

According to Burrell (1988), Curriculum is the whole set of influences and events, both planned and unforeseen, which impinge upon students during their period of education and which will, sooner or later, affect their learning ability to understand and achieve the aims of the course and, indeed, of the wider arena for which they are being educated. Pratt (1980: 4) defines curriculum as an organized set of formal educational and or training intentions, and illustrates the implications of the above definitions as follows:

- A curriculum is intentions, or plans.
- A curriculum is a blueprint for activities.
- A curriculum contains what learning children are to develop, the means of evaluation to be used to assess learning, the criteria according to which children will be admitted to the programme, the materials to be used, and the Qualities required of teachers.
- A curriculum involves formal intentions deliberately chosen to promote learning.
- A curriculum articulates the relationships among its different elements (objectives, content, evaluation) integrating them into a unified and coherent whole.
- Both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.

There is also the need to take into account the key role players in the development and introduction of a new curriculum for implementation. Any attempt to introduce a new curriculum or change the curriculum requires the inputs of key stakeholders who are the learners, teachers, supervisors, curriculum directors, curriculum consultants, parents and community members (Singh, 2012)

2.4. CONTENT OF THE CURRICULUM 2005

Curriculum policies are needed to enhance the learning experiences and improve the progression rates of the majority of learners. This implies a commitment to teaching the knowledge and skills necessary for the progression of the majority of learners through the school curriculum to enter the world of work or further study and to participate as citizens in a democratic society and modern economy (National Education Policy Investigation of South Africa, 1993). There is no reason why the curriculum should not follow the order of elements as laid down in the philosophy of education starting with the study of the learner, social background and proceeding through areas concerned with culture and child's role before reaching the theory, functions and activities of learning and the considerations of traditions and ethics. The selection of the content has been done from the learners' immediate environment so that they transfer skills to real life situations on completion of their primary education.

2.5. CURRICULUM IMPLEMENTATION STRATEGIES

A strategy means all the available procedures and techniques used by individuals and groups at different levels of the educational system to attain desired objectives. It is a deliberate attempt to engineer innovation (Bishop, 1986). Much is left to the autonomy and judgement of the teacher's in each school, partly as a mark of trust and respect of their ability to prescribe for their own local circumstances or as talents, preferences, funds and facilities, to leave them to react to feedback from their own particular group of learners.

2.6. WEAKNESSES OF CURRICULUM 2005

Despite all the accolades portrayed so far, there are some concerns that need consideration by all upper primary curriculum developers and policy makers, not only in Botswana but other countries in Africa, if they really aim at the goal of the world of work to be achieved. Administrators, curriculum developers, instructional designers and textbook authors need to be sensitive to the results that when teachers adopt innovations, the results may be deferent from those intended by policy makers. The first time through the new curriculum may be less successful than the one it replaced.

2.6.1. LACK OF RESOURCES

Under normal and appropriate situations environmental conditions under which learners learn should be as close as possible to the actual conditions experienced in real life (Fullan, 1991; Boaduo, 2006). If the task must be performed under varying conditions, these should be considered because if the conditions vary on a simple scale of difficulty, it is appropriate to indicate only the least favourable ones. If it is the contrary, then attention should be paid and measures should be put in place to remedy the situation. Schools should be adequately resourced (which is a major problem in Botswana upper primary schools) with appropriate materials and equipment including textbooks, media software for different tasks, adequate classroom and with other forms of modern technology. Upper primary in Botswana experience problems when it comes to resources of all types including classrooms, textbooks, tables and chairs. Learners are taught in open spaces and under trees without chalkboard and textbooks. There is shortage of infrastructure and generally, conditions are not conducive to prepare the learners adequately for the world of work. Teachers and learners need materials and equipment to be competent, confident and capable of facing changes in the present technological world. It does not matter what utterances of concern are made or how they are urged, they could never get to develop the technological capacity of learners without the required resources. Materials and equipment should be suitable for a wide ability range of the learners (House, 1986). Unfortunately, in Botswana upper primary schools lack of all

forms of resources is an anathema to the successful implementation of the upper primary curriculum.

2.6.2. LEVEL OF LANGUAGE AND THE CONTENT OF THE SYLLABUS

The constitution of South Africa has given out the act or the policy that controls the language. The right to be educated in a mother tongue was entrenched in SASA of 1996. Communication is a crucial factor in teaching and learning between the teacher and the learner. We have already stated that there is a lack of resources in schools that create conditions that are not conducive for efficient teaching and effective learning. The references that teachers use has different contents that is above the learners' age level. This brings confusion to teachers because they have to use their own discretions to try to bring the language to the level of the learners. Most of the time learners are recipients because they have to listen to the teacher talking without understanding and no sources to refer to; and when it comes to discussions, only intelligent learners with special family background are able to respond. Some of the few available textbooks have the language used high above the comprehensive level of the learners. This results in learners' difficulty to perform task. Furthermore, the content of the syllabus is congested (a major weakness of the curriculum) and becomes impossible to be covered in the given time frame.

2.6.3. LACK OF SUPPORT FROM THE ADMINISTRATION

Equally important is the provision of moral support from heads of department and the school heads. They must facilitate and encourage innovation, by challenging teachers to review and revise their curriculum, by monitoring curriculum and instruction, by providing a personal example of effective curriculum design and teaching, by establishing a climate of trust and security to reduce the threat implementation, and by encouraging teacher participation in setting goals for the school and evaluating their attainment.

The critical issue in upper primary schools in Botswana is that teachers are not considered at any stage of the curriculum development except at the implementation stage. The congested curriculum is developed and just imposed on the teachers to

implement and hence create problems when it comes to successful implementation. Sometimes innovations fail because teachers do not have clear understanding and support for what is expected of them in their new role because they are not invited to participate in the development of the innovation and reform of the curriculum. Maruatona (1994) pointed out that the Curriculum Development Division of the Botswana Ministry of Education is responsible for developing curricula and teaching strategies with little or no input from practicing teachers. This is a major anathema to successful implementation. The lack of more carefully mediated induction for new entrants has negative consequences because it means that new teachers have relatively little or no opportunity to benefit from the principles and practise developed earlier educators in relation to curriculum change and implementation. Induction in some schools is not done completely. Teaching demands rigorous and continuous training to stay up to date in teachers' preparation and acquire new classroom skills (Ornstein and Levine, 2000). Regular teaching staff development is required to update teachers' knowledge and skills. Unfortunately, this is sporadically done. In brief, these are some of the challenges facing upper primary teachers in Botswana with regard to curriculum reform and innovation.

2.7. OUTCOMES–BASED EDUCATION

OBE was an approach to planning, delivering and evaluating instruction that requires teachers and learners to focus their attention and efforts on the desired end results of education, particularly when those end results are expressed in terms of learners learning. Within this broad philosophy, there were two basic approaches to OBE (Killen, 1998). One approach emphasized the learner's mastery of traditional academic outcomes and some cross discipline outcomes such as the ability to work co – operatively. The second approach emphasized outcomes that are related to the learner's future life roles, and this is the approach taken in South Africa.

Whatever approach is used, OBE encouraged teachers to use outcomes as a guide to all their instructional decision–making by requiring them to clarify and make explicit the desirable outcomes of learning to guide and direct learners.

Spady and Marshall (1991) suggest that OBE was founded on three basic premises that

- All learners can learn and succeed (but not all in the same time or in the same way).
- Success breeds success.
- Schools (and teachers) control the conditions that determine whether or not learners succeed.

These premises are underpinned by the philosophical base suggested by Mamary (1991) in his discussion of outcomes – based schools that:

- All learners have talent and it is the task of the schools to develop it.
- The role of schools is to find ways for learners to succeed and not to fail.
- Mutual trust drives all good outcomes – based schools.
- Excellence is for every child and not just a few.
- By preparing learners every day for success the next day, the need for correctives will be reduced.
- Learners should collaborate in learning rather than compete.
- As far as possible, no child should be excluded from any activity in a school.
- A positive attitude is essential. (If you believe that you can get every student to learn well, then they will).

The OBE approach and the emphasis on participatory learner-centred and activity-based education have been central to the National Curriculum Statement (NCS).

2.8. CONCLUSION

The discussion above reviewed related literature and covered the following: the need for literature review in a research study, issues on curriculum change worldwide, definition of curriculum, content of the curriculum, curriculum implementation strategies and the main weaknesses of the South African C2005 which eventually led to its demise. The next part has covered research methodologies to be adopted as well as suitable research design to complete the study.

CHAPTER 3

METHODOLOGICAL CHOICE AND DESIGN

3.1. INTRODUCTION

Research methodology explains how the problem under investigation is pursued and why particular methods and techniques were chosen and used employed. It also gives account of the procedure, size of sample, method of selection, choice of variables and controls, tests of measurement and statistics for the analysis and interpretation of the collected primary data. Nisbet and Entwistle (1970: 169) point out that it is necessary to describe in details any standard procedures that are well known. All important terms used are to be defined precisely and any deficiencies in the method mentioned (Tuskey and Robb 1971: 175).

Some authors agree that in real life, human sciences research uses both qualitative and quantitative methodologies termed as triangulation (De Vos, 2002: Neuman 2000). The rest of this chapter has dealt with research design, tools to collect data, pilot testing target population, sampling, data analysis and interpretation techniques that were used to conduct research study.

3.2. RESEARCH SITE

The study was conducted in four districts and four schools (one in each district) in the province of the Eastern Cape in South Africa. The study applied stratification in the sample to meet specific characteristics outlined by the researcher so that the sample reflected a true proportion of the population required for the research (Fowler, in Cresive 2003).

3.3. METHODOLOGICAL CHOICE AND APPLICATION

A brief discussion of Carr's (1990) argument and others follows in order to conceptualise, clarify and justify the research design and methodology used for this study. Social science inquiry takes a less empirical view of researching society than the traditional positivistic scientific approach (Cohen & Manion, 1989; Boaduo, 1988; Smit, 1995). The reason is that social science research claims that society and life cannot be replicated in the laboratory. Cohen and Manion (1989) support this position by stating that: "...one comes to know social reality through prolonged and intimate participation in it rather than adhering to scientific protocols."

The participants were the providers of the services of the C2005 and the government officials who provided the financial backing and information required for the study. The enumerated knowledge that has too much to offer the modern technological world should not be ignored when dealing with problems of C2005. The participants selected made contribution towards finding solutions to the challenges facing the C2005 programme to bring about the desired changes for effectiveness and efficiency in CAPS.

Scientific approach applied in social science research must be done with rigour. Carr (1990) takes this point further by claiming that social science inquiry fulfils the basic requirements of scientific enquiry in the following ways:

- **It confronts the social world being studied directly:** In this study, it is the involvement of the participants in the provision of services regarding the C2005. However, this does not mean that traditional knowledge that has much to offer the modern technological world, should be ignored when dealing with problems of the C2005.
- **It establishes relations between categories of data:** In this study, it has been indicated that casual observation revealed that there are challenges facing the C2005. Data collected to enhance the project inquiry clarified the situation vividly. Also listening to people, developing questionnaires and structured interviews heightened the participatory scenario.

- **Propositions are formulated around the relations in the study and investigated further through the use of the selected instruments:** In this study, the major concern was the identification of solutions concerning the challenges facing the C2005. In other words, the relevance of their contribution was required to improve the services rendered to schools which heightened the participation of the stakeholders.
- **The organization of propositions into analytical schemes:** In this study the major propositions were collaborative participation and direct involvement of the C2005 for finding solutions to the identified challenges.
- **The testing of questionnaires and interviewers discussion take place through the examination of the problem under study:** In this study, the participants observed and identified the proposed problem for the study. Therefore, the participants were engaged in suggesting, identifying and devising appropriate involvement strategies to resolve the problems leading to the challenges.

3.4. METHODOLOGICAL DESIGN AND APPLICATION

According to McMillan and Schumack (2001, 2006) and Yin (1994), survey data is used to describe and explain the phenomena status, trace, change and draw comparisons. They define research design as the plan that describes the conditions and procedures for collecting and analyzing data. According to the Oxford Advanced Learners Dictionary (2000), a survey is an investigation of opinions, behaviours of a group of people and is done by asking a series of questions to make inferences about some characteristics, attitudes of population's behaviour.

The researcher used the survey design as one of its instruments. This was relevant because it enabled the researcher to collect data for the study about the opinions, beliefs, attitudes and views of C2005 in each selected school and district.

Lewin (1986: 34 & 46) has observed that "... research that produces nothing but books will not suffice" in the new millennium. McNiff, Lomax and Whitehead (1996)

suggest that "...research, must of itself be educational. It must help practitioners to try to make sense of their normal everyday practice." Carr and Kemmis (in Walker 1990: 158) provide criteria for a methodology that seeks to be at the cutting edge. They argue that all educational science and consequently contemporary educational research must attain these requirements in order that it can be regarded as adequate and coherent. These requirements are:

- An acceptance of both qualitative and quantitative methods of interpretation by practitioners and participants;
- The ability to differentiate between ideas and interpretations that are distorted by ideology from those that are not.

Mouton (1996) believes that methodological paradigms – for instance qualitative, quantitative and participatory action – are not merely collections of research methods and techniques. Rather, methodological paradigms include assumptions and values regarding their use under specific circumstances. At this level, one encounters both the actual methods and techniques and the underlying philosophy regarding their use. The philosophy would include a theory of when and why to apply, for example, qualitative rather than a quantitative method and an awareness of the limitations of various methods (See figure 1 below).

Mouton (1996: 38-39) further discusses and emphasizes that "...research methods and techniques are task specific and the task is defined by the research goal. He continues to indicate that different studies use different methods and techniques because they have different objectives; that the technique and method must be appropriate for the task at hand; and that the technique and method should apply to data collection and data analysis techniques, to sampling and to questionnaire design."

The above observations imply that the use of methods and techniques in a study would depend on the nature of the study. For example, this study essentially used the qualitative approach but this did not follow that quantitative approach was ignored when it was appropriate to use to process, analyse and interpret the collected data from the questionnaire and other sources.

3.5. CONTEXTUAL REASONS FOR CHOSEN METHODOLOGIES

The need to take account of context is a recurrent theme in qualitative analysis. Contexts are important as a means of situating an action, and of grasping its wider social, political, economic and historical import. This required detailed descriptions of the social setting within which action occurs; the relevant social contexts were the C2005 and the providers of the services involved. The timeframe within which the action took place, the spatial context and the network of social relationships have requirements in this study (Dey, 1993).

3.5.1. PARTICIPATORY PERSPECTIVE

Participatory research is also regarded as appropriate for this study, including the two main approaches to qualitative data analysis proposed by Bryman and Burgess (1994: 3), which are the discussion of the main general framework and the provision of the main emphasis of the data. The comments by Carr, Kemmis and Mouton are paramount in selecting participatory research as one of the research methods to use to study a field situation, like this study, in order to improve practice. Participatory research, as this study purports to do supports and contributes to the effort of individuals, groups and movements, which challenge social inequality and work to eliminate exploitation (Participatory Research, 1982). It strives to play a liberating role in the learning process by promoting the development of a critical understanding of social problems, their structural causes and possibilities for overcoming them. It calls for democratic interaction between the researchers and those among whom the research is conducted. This democratic interaction depends upon the political participation of those involved in conducting research on the causes of their exploitation with the objective of overcoming it. In this study, C2005 service providers have been deprived of their ability do their work effectively and efficiently due to the identified challenges.

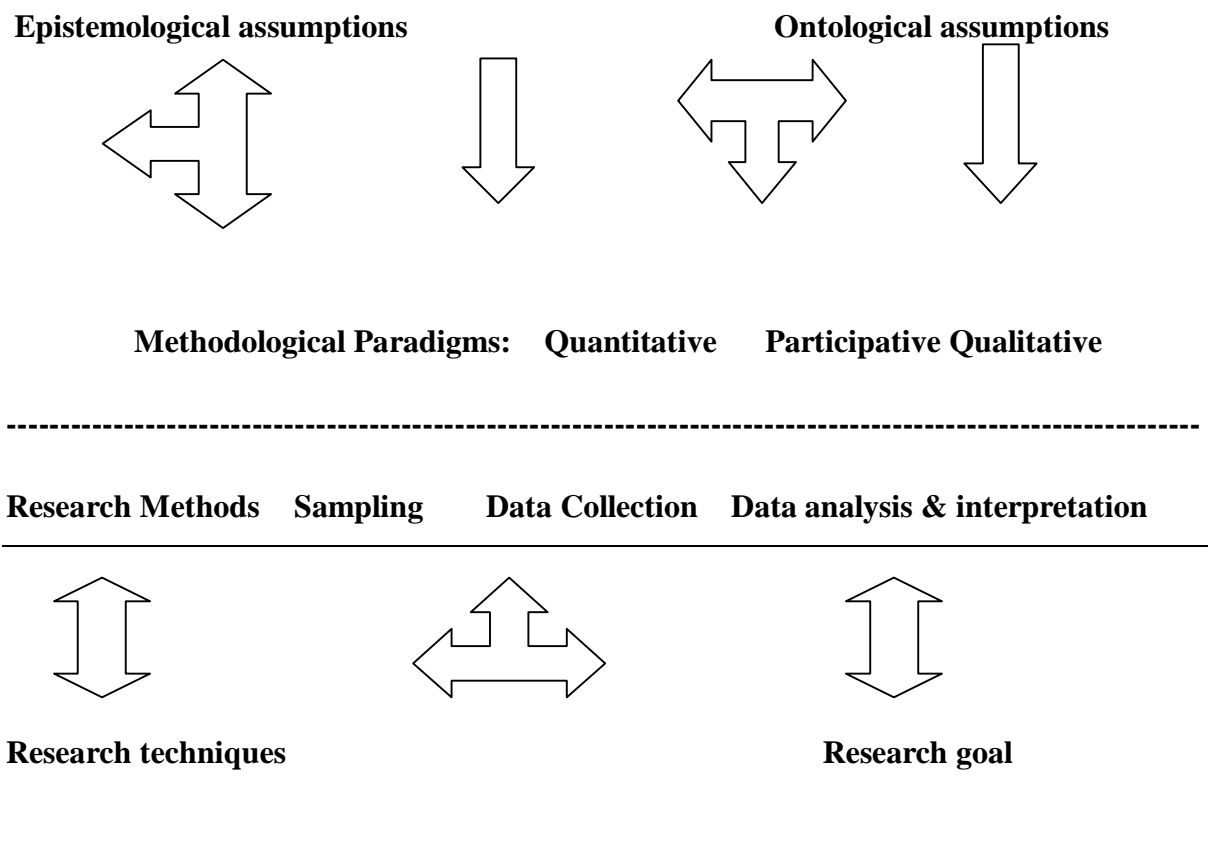


Figure 1: Levels in the methodological dimension (Source: Mouton, 1996: 39 with modifications by the researcher)

Participatory research comprises three inter-related processes (Participatory Research 1982: 2). These are:

- Collective investigation of problems and issues with the active participation of the constituency in the entire process.
- Collective analysis, in which the constituency develops a better understanding not only of the problems at hand but also of the underlying structural causes[socio-economic, political, cultural, historical] of the problems.
- Collective action by the constituency aimed at long-term as well as short-term solution of these problems.

These processes cannot be separated. Their integration gives participatory research its fundamental strength and power. Processes most closely related to investigation,

analysis or action can be identified separately in any participatory research study or activity, but each process incorporates aspects of the others. Above all, participatory research is a learning process for those involved. The process begins with people's concrete experience, situation, and moves to include both theoretical analysis and action aimed at change. Critical evaluation of the success or failure of action also deepens an awareness of the concrete reality that people face. Participatory research is an educational approach to social change (Participatory Research, 1982). According to Boaduo (2010):

- The participants should include the DoE officials, learners and teachers. They are required to provide input into the study so that the outcome becomes the collective responsibility of all the stakeholders, and as a result, recommendations are accepted and considered for introduction and implementation. Their participation in this study was crucial because the problem being investigated affects all of them. The collective efforts by the participants contributed significantly.
- Participation in a study of this nature is necessary. In a metaphor, "nobody takes in medicine on behalf of a sick person". In other words, the sick person needs the medicine to get well. In this investigative study, the DoE officials, learners and teachers were the people who needed solutions to the problem of the inability of C2005 to survive. By participating, they provided input to the study.
- People collectively participate in discussing issues which affect them. These include answering questionnaires and taking part in scheduled interviews. Right from the start, all the participants collectively learned from the various means through which data were collected. The learning was the practical involvement of all the participants and whatever was discovered through this process was collaborative expression of interest and solutions to the problem being investigated.
- The need to learn was necessary of people must come to grips with challenges facing them and find solutions. An outsider who does not reside in the community of the DoE officials, learners and teachers will not be able to

share their needs and aspirations and cannot provide solutions to the problems under investigation. There was therefore a need for the participants to learn and find solutions to their problems.

- To be able to participate, all the participants were fully orientated, engaged and made specific inputs of the identified problem towards finding solutions to the identified challenges. Through this process the participants learned through participation.

3.5.2. CHARACTERISTICS AND STRENGTHS OF PARTICIPATORY RESEARCH

According to Cohen and Manion (1984: 117), Kemmis (in Keeves 1988: 11), Tripp (1990: 158-166) and McKernan (1991: 17), the key characteristics governing the family of participatory action research are many, but they can be reduced to six key elements relevant to this study namely:

- A critical analysis is encouraged through the research process and not just at the beginning or termination, the approach encourages active involvement on the part of all participants,
- The participatory action research is positive in initiating and helping to bring about change and improvement,
- By using either the classroom or the field or both as the study area, the natural behaviour of participants is accommodated,
- As a research framework, it is adaptive and flexible,
- Participatory action research describes relationships as they develop over time and accommodates changes in thinking which reflect mutations occurring in the context of the study.

3.5.3. THREE PARTICIPATORY RESEARCH PARADIGMS

Participatory action research aims at understanding and solving problems. It does not, however, fit into one recognizable form. Rather it gives expression to a variety

of perspectives on how parental involvement in the governance of schools relates to educational research. In other words, approaches to educational research involve different theories of educational change that underpin them (Kemmis in Keeves, 1988). These assumptions are examined in order to assess the most appropriate form of participatory action research strategy applicable to this study.

Habermas's "*Comprehensive theory of knowledge*" in McKernan, (1991: 17-19) provides such a framework for discussion. Habermas identifies three basic cognitive interests namely technical, practical and emancipation; which constitutes three types of scientific approaches in which knowledge is organized. These are discussed in the following session.

- **Technical knowledge:** Technical knowledge is positivistic in nature, emphasizes rule following and attempts to maintain the *status quo* (McKernan, 1991). Lewin in Keeves, (1988) refers to this as scientific participatory action research. Educational events, practices and relationships are seen to be phenomenal and consequently capable of objective assessment. Such action research asks: *How best can I do it?* This approach has given rise to empirical-analytical research.
- **Practical knowledge:** Practical knowledge has given rise to interpretive research that emphasizes the need to describe and understand interactions (McKernan, 1991). It most commonly asks the following questions: *What should I do? And why ought I to do it?* Proposals for such participatory action research stress the need to be intelligent, rather than correct, and to provide guidance rather than direction. The research has the responsibility to determine which knowledge is legitimate. This approach gives rise to hermeneutics and is based on the humanistic model. Lewin in Keeves (1988: 24) refers to this kind of research as "practical-deliberate participatory action research."
- **Emancipation knowledge:** Action research is a radical alternative mode grounded on "emancipation knowledge proposed by Lewin in Keeves (1988). This type of participatory action research goes beyond asking questions pertaining to the social assumptions on which technical and practical actions

are based. Additionally, it attempts to promote critical consciousness in solving problems (McKernan, 1991). It attempts to make explicit the assumptions that there is a conscious commitment to social critique that is realized through changes to practice (Tripp, 1990). The guiding ethical code of this paradigm is that of freedom, independence, equality, justice and respect for each other's views. It redresses all concerns – social and ethical – approaches to issues.

Participatory research addresses practical problems with theoretical relevance while transferring the knowledge from the research findings to the participants (McNiff, Lomax and Whitehead, 1996). Participatory action research must possess an aspect of direct involvement in organizational change, and simultaneously, it must provide an increase in knowledge. In contrast, several qualitative research methods seem to fall under the categories of basic research, applied and evaluation research. A critical observation suggests the development and application of planning methods and related interventionist research technologies may be a neglected area of qualitative methodologies (Corey in Nel, Singh, and Venter, 1985: 63).

3.6. QUALITATIVE PERSPECTIVE

Qualitative analysis aims at the description of the world, as it is perceived by different observers and or participants. The analysis is usually concerned with how actors define situations and explain the motives that govern their actions. It must be ensured that this relates to the intentions of the actors involved – in this study, the Government of South Africa and the public (Dey, 1993; Stake, 1994; Caspecken, 1996). Qualitative research often seeks to illuminate the ways individuals interact to sustain or change social situations, as this study has as one of its aims. Qualitative data, therefore, is description of social relationships and interchanges, which unfold in the succession of action and events in which the actors are engaged. This is the need for participation in the process (Dey, 1993).

3.7. QUANTITATIVE PERSPECTIVE

The participatory research methodology that has been selected for this study is complemented by the quantitative approach (Tuckman, 1988). Quantitative research is generally classified as primarily interactive field research or non-interactive document research (Cohen and Manion, 1989). It is a naturalistic inquiry (Schofield, 1990; McNiff, Lomax and Whitehead, 1996). It describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions statistically (McMillan and Schumacher, 1993; Scott and Usher 1996; Casanova, 1981; Gudykunst and Kim, 1984; Mills, Mathew and Huberman, 1984; Van Maanen, 1982). The quantitative methodology is appropriate for this study because it studies the problem in its context, where the people are (Mouton, 1996; McMillan and Schumacher, 1993; Labovitz and Hagedorn, 1971; Tuckman, 1988). Lee (1973) in planning research have long observed that effective and operational decisions are more likely to result if the recommendations from planning analysis are couched in terms that are understandable, especially to decision makers and clients.

3.8. TRIANGULATION PERSPECTIVE

The participatory, qualitative and quantitative research methodologies, which have been selected for this study, are complementary (Tuckman, 1988). Qualitative research is generally classified as primarily interactive field research or non-interactive document research (Cohen and Manion, 1989). It is a naturalistic inquiry (Schofield, 1990; McNiff, Lomax and Whitehead, 1996). It describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions (McMillan and Schumacher, 1993; Scott and Usher 1996; Casanova, 1981; Gudykunst and Kim, 1984; Mills, Mathew and Huberman, 1984; Van Maanen, 1982). The qualitative methodology is appropriate for this study because it studies the problem in its context, where the people are (Mouton, 1996; McMillan and Schumacher, 1993; Labovitz and Hagedorn, 1971; Tuckman, 1988). Lee (1973) in planning research have long observed that effective and operational decisions are more likely to result if the recommendations from planning analysis are couched in terms that are understandable, especially to decision makers and clients.

Contextually, data collection can itself be conceived as an interactive process through which the researcher struggles to elicit a meaningful interpretation of social action (Boaduo, 2010; Boaduo et al, 2011). Analysis follows data collection. The result of analysis depends on, and is modified by, the collection and the investigation of further data. In this respect, the researcher becomes a participant in his own research project. His own interpretation and action becomes a legitimate object of subsequent analysis. Information on the researcher's own behaviour and thinking in the form of field notes, memos or a diary is a vital source of data for the analysis.

The process, therefore, shifts from context and intention to action and consequences; hence the additional choice of participatory and participatory action research apart from qualitative and quantitative making the methodological paradigm a triangulation (Sayer 1992).

3.9. DATA COLLECTION, ANALYSIS AND INTERPRETATION

Primary as well as secondary data were needed to complete this study. The primary data comprised the responses from the questionnaires. The secondary data were obtained from published and unpublished sources. Since this was an investigative study, the qualitative data were mapped, inferences made, comments, analysis and interpretations provided (Tuckman, 1988). Mills, Mathew and Huberman (1984:21) view qualitative analysis as data that "appear in words rather than in numbers." Corey in Nel, Singh and Venter, 1985: 62) maintain that "...qualitative data can be collected by review of literature, content analysis, observation, interviews, extracts from documents, tape recordings, questionnaires and the like." They further go on to show that "qualitative data is analysed by means of data reduction, data display, conclusion-drawing and verification" (1984:10-11). In this study the researcher administered a questionnaire personally by hand to collect the required primary data.

It represents an interaction between three elements, the questioner, the questionnaire and the context including issues identified. The questionnaire was

considered versatile because it enabled the respondents to respond to the statements in their own time without any form of pressure.

In addition Mouton's view (1996: 66-67) is that "data collection produces new information or data about the world that requires further processing." The explanation given in this respect is that data processing involves, at least, two kinds of operations, namely data reduction, during which quantitative and qualitative data are summarized; and data analysis (Smit, 1995). The data analysis included both qualitative analysis that included processes such as thematic and content analysis and quantitative or statistical analysis (Mouton, 1996; Scott, 1996). Tuckman (1988) emphasises that data analysis is followed by synthesis that involves interpretation or explanation of the data (Tuckman 1988; Scott 1996). In this way categories with similar labels were compared and contrasted putting together categories that seem to go together and making further notes to augment the findings. These notes, together with the data referred formed the basis of the final study report.

According to White (2005), qualitative data analysis involved becoming familiar with the data in depth to provide detailed descriptions of the settings in which participants responded to the questionnaire and activities required. There was need to categorize and code the pieces of data and physically grouping them into themes and interpreting and synthesizing the organized data into generally relevant conclusion.

3.10. SAMPLE AND THE SAMPLING TECHNIQUE

The concept of sampling involves taking a portion of a population, observing, administering questionnaires, conducting interviews on a smaller group and then generalizing the findings to the larger population (Nachmias and Nachmias, 1981). In a qualitative survey, research of this nature sampling is indispensable to the researcher (Cohen and Manion, 1989). As stated in the limitations, time, money and effort involved do not allow for a larger sample population (Anderson, 1990: 195-224; Vockell, 1983; Scott and Usher, 1996; Tuckman, 1988). Furthermore, it is not necessary to study all possible cases to understand the case under consideration.

This technique comes to the researcher's aid as it enables her to study a portion of a population, rather than the entire population. Since the purpose of drawing a sample from a population is to obtain information concerning the population, it is extremely important that the individuals in the sample constitute a representative cross section of individuals in the population (Smit, 1995). In short, sampling must be representative if one is to generalize with confidence from the sample to the population (Babbie, 1998). The target population must be accessible. This is diagrammatically illustrated in figure 2 below.



Figure 2: Accessibility of sample target population (Source: Ary, Jacobs and Razavieh, 1972: 161: Introduction to research in education)

The systematic sampling technique was used for the selection of the sample population. Babbie (1986 & 1998) as well as Forcese and Richer (1979), McMillan and Schumacher (1993) all concur that this method is economically feasible, gives reasonably precise results and shows within itself an honest measure of accurate results. The most important aspect of this technique is that the design can be based on statistical theory (Mouton and Marais, 1990), and that from a properly designed sample survey it is possible to draw valid generalizations. Tuckman (1988) argues that random sampling is one way to ensure that the sample population is representative of the larger population, this helps to limit the probability of a biased sample. The target population comprised teachers, learners of the selected school. Their selection was not random because of their involvement in the problem being investigated.

According to Boaduo (2010), to enable the researcher to make the choice of methodologies, further identified that:

- Research methods and techniques are task specific;
- The task is defined by the research goals and objectives;
- Different studies use different methods relevant and applicable to the study being undertaken;
- Both methods and techniques for data collection must be specific and should apply to data collection, treatment, analysis and interpretation.

The implication in this study is that qualitative, quantitative action and participatory methods have been chosen because of the nature of the problem to be investigated and the involvement of communities where action and participation are required from the respondents. Furthermore, the chosen methodologies are complementary in the sense that where statistical issues arise, for instance, the treatment of questionnaires; the quantitative method was applied while the qualitative method was used for the compilation of the report (Gajendra and Kanka, 1999; White, 2005). The action and participatory methodologies were used to involve all respondents to action and participation (Boaduo, 2006 & 2010).

3.11. ETHICAL CONSIDERATIONS

In this section ethical issue pertaining to the respondents in terms of permission, informed consent, and right of participants, confidentiality and anonymity were taken into account. These included permission from participants. Informed consent, rights of participants, confidentiality and anonymity.

- **Permission:** White (2005) suggests that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. The researcher requested a recognition letter from Walter Sisulu University in the Faculty of Education. This was taken to the district offices where the schools chosen for the study were situated for a written permission to conduct the study.

- **Informed Consent:** Obtaining informed consent implied that adequate information on the goal of the investigation and procedures were followed during the investigation. The possible advantages, disadvantages and dangers, to which respondents may be exposed, as well as the credibility of the researcher, were rendered to potential subjects or their legal representatives (Babbie, 1998). The researcher asked the participants to give consent. Participants were at liberty to withdraw from the investigation at any time of the study.
- **Rights of participants:** Participants were protected from unwarranted physical and mental discomfort, distress, harm, danger or deprivation (Babbie, 1986). White (2005) suggests that respondents in a research project should be allowed to exercise their right to be part of the research or not. The researcher requested the respondents to participate voluntarily.
- **Confidentiality:** Confidentiality indicates the handling of information in a confidential manner. Cohen and Manion (1989: 24) view confidentiality as a continuation of privacy "which refers to agreements between persons that limit other's access to private information." All the information obtained in this study was treated confidentially and were not divulged to anyone. The participants were only.
- **Anonymity:** Information given anonymously ensured the privacy of the subjects. It is often necessary that respondents be identified, for instance when reminders have to be sent to persons who have not responded (Scott, 1996). The structured questionnaires did not request respondents for personal information.

3.12. VALIDITY AND RELIABILITY OF THE COLLECTED DATA

The validity and reliability of a research study hang on issues of accuracy and relevance of procedures used for the collection of the required data for the study. According to Gajendra and Kanka (1999), validity in the field of educational measurement refers to the degree to which a test, tool or technique measures what

it was supposed to measure in a study. Reliability on the other hand refers to the extent to which a test or technique provided consistency and accuracy by yielding the same results should the same study be conducted elsewhere using the same methodological choice and application. White (2005) is of the view that qualitative researchers regard reliability as the elimination of casual errors that can influence the results. Validity in qualitative study refers to techniques that check the credibility of data and minimizes the distorting effects of personal bias upon the logic of the evidence revealed by the collected data (Boaduo, 2006 & 2010).

3.13. CONCLUSION

This chapter has provided the research methodology and design to situate the investigative research study in its proper and relevant context. By so doing, the researcher identified the need to discern an elaborate methodological choice, design and application because this was the most important part of the research study guiding the whole process to a successful conclusion. Through the methodological application, the study produced data from which findings could be deduced and recommendations made. In this way, solutions to the problems could be identified and the recommendations could be used to resolve them.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter has presented the primary data in a table and graphically represented for easy visual recognition with the analysis and interpretation to make the graphs intelligible. The primary data were collected from 4 education directors (one from each district), 60 teachers (15 from each of the four districts) and 40 subject advisors (10 from each of the four districts). Data was collected from these respondents through questionnaire only for uniformity, validity and reliability. The aim of the presentation of the collected data by means of graphs for analysis and interpretation was to answer the following subsidiary research questions upon which the main data collection statements were derived:

1. What preparations in terms of logistics, resources, infrastructure and orientation and training of teachers were made before the introduction of C2005?
2. Did C2005 follow the normal curricular cycle during its implementation?
3. What major implementations problems led to its eventual phase out and replacement with CAPS?
4. What should have been done before the introduction and implementation of C2005?
5. Are there possibilities that the newly introduced CAPS may go the same way as C2005 in terms of the problems investigated in this study?
6. What problems led to the premature death of C2005?

The analyses were presented systematically, beginning with the questionnaire items for education directors, subject advisors and followed by item responses from teachers. The data treatment through the use of tallying yielded the results represented in the tables below.

4.2. TALLIED SUMMARY OF QUESTIONNAIRE ITEMS RESPONSES FROM RESPONDENTS.

The responses to the questionnaire items from the respondents on each item of the questionnaire have been tallied and the results shown in tables 1, 2 and 3. The main research question was this: "What problems of implementation of C2005 eventually led to its demise in 2010 and replaced by the Curriculum and Assessment Policy Statement (CAPS)? In order to confirm the appropriateness of the responses from the respondents, all respondents were made to respond to the same statements for comparison, validity and reliability. The verification of this identifiable from the interpretations provided.

Item statement	SA%	A%	N %	D %	SD %
1. The C2005 was not introduced properly.	100	00	00	00	00
2. Adequate teacher preparation was not made.	75	25	00	00	00
3. Adequate infrastructural preparation was not made.	75	25	00	00	00
4. Implementation of C2005 did not follow curriculum cycle.	75	25	00	00	00
5. DoE did not equip schools with laboratories.	100	00	00	00	00
6. Schools did not have workshops for practical subjects.	100	00	00	00	00
7. Assessment and evaluation of students were cumbersome.	100	00	00	00	00
8. Preparation of lessons for teaching was not innovative.	100	00	00	00	00
9. Too much paper work did not allow teachers time to teach.	75	25	00	00	00
10. School inspectors were not properly orientated in C2005.	75	25	00	00	00
11. C2005 did not accommodate rural schools.	75	25	00	00	00
12. Libraries were not available in schools to facilitate learning.	25	75	00	00	00
13. Teachers were not familiar in the teaching approaches for the delivery of subject matter.	25	75	00	00	00
14. A good number of teachers resigned after the introduction of C2005.	00	100	00	00	00
15. C2005 introduced learners to project work.	50	50	00	00	00
16. Teachers were confused after the introduction of C2005.	50	50	00	00	00
17. Teachers were not involved in the design of C2005.	50	50	00	00	00
18. C2005 was introduced hurriedly without consultation.	50	50	00	00	00
19. C2005 was not given time to run its cycle and mature.	50	50	00	00	00
20. C2005 brought a lot of stress to teachers.	50	50	00	00	00

Table 1: Tallied summary of questionnaires responses for Directors

4.2.1. Directors questionnaire responses and interpretation

The responses of the Directors questionnaire tallied and represented in table 1 have been graphically represented below and brief interpretation provided to make the data intelligible.

Questionnaire item 1: This item requested the respondents to respond to the statement: The C2005 was not introduced properly. The responses from respondents have been represented in figure 3.

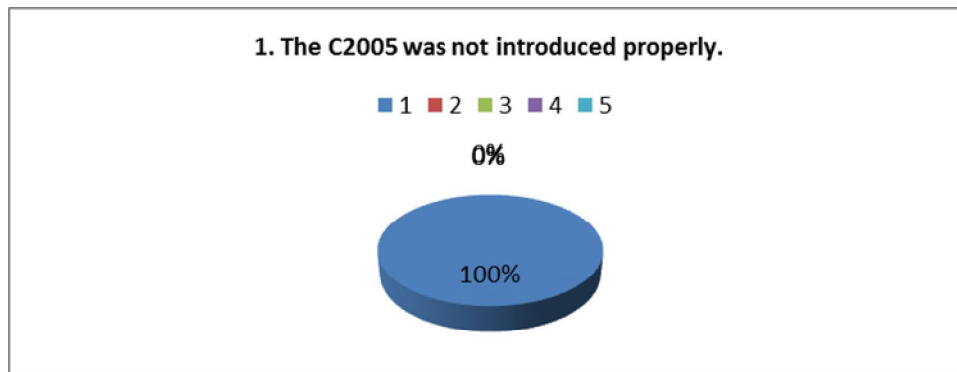


Figure 3: The C2005 was not introduced properly.

Interpretation: Evidence from figures 1, 21 and 41 reveal combined strongly agree and agree responses of 100%, 90% and 96% respectively. It is indication that the C2005 was not properly introduced and for that reason it was destined to fail the South African Education System, hence its face out in 2012.

Questionnaire item 2: This item requested the respondents to respond to the statement: Adequate teacher preparation was not made, and the respondents' responses have been represented in figure 2

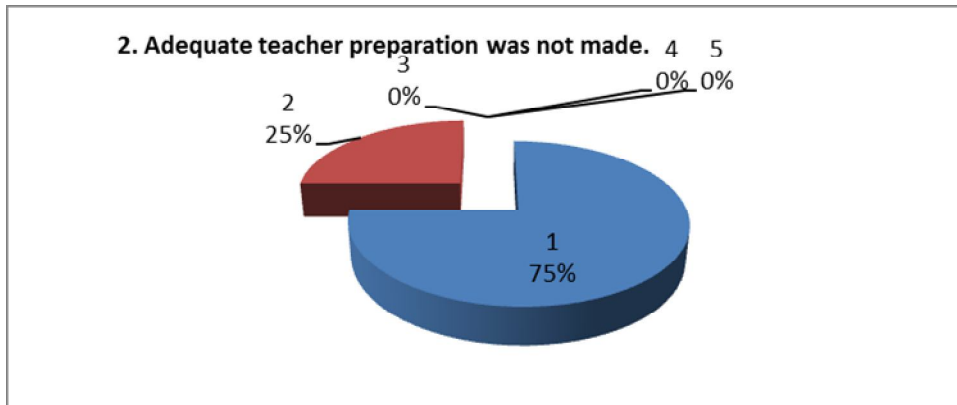


Figure 2: Adequate teacher preparation was not made.

Interpretation: The evidence observable from figures 2, 22 and 42 indicates that a combined total of strongly agree and agree to the statement was 100%, 88% and 99%. The revelation is that there is consensus agreement that adequate preparation of teachers was not made before the implementation of C2005 making teachers feel left out and unimportant in terms of national curriculum matters.

Questionnaire item 3: This item requested the respondents to respond to the statement: Adequate infrastructural preparation was not made. The responses from the respondents have been represented in figure 3.

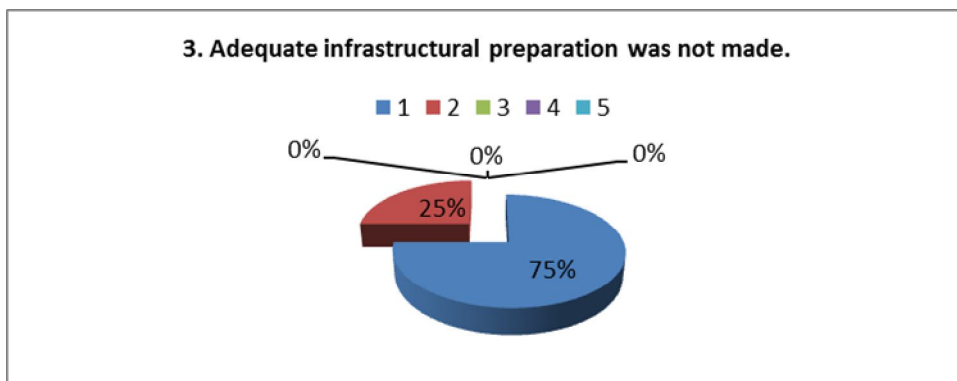


Figure 3: Adequate infrastructural preparation was not made.

Interpretation: Observation of figures 3, 23 and 43 reveal a combined strongly agree and agree to the statement of 100%, 94% and 100% responses respectively. The conclusion that could be drawn from this observation is that adequate

infrastructural preparation was not made before the introduction and implementation of C2005. These made it difficult for teacher do their teaching professionally.

Questionnaire item 4: This item requested the respondents to respond to the statement: Implementation of C2005 did not follow the curriculum cycle. The responses from respondents have been represented in figure 4.

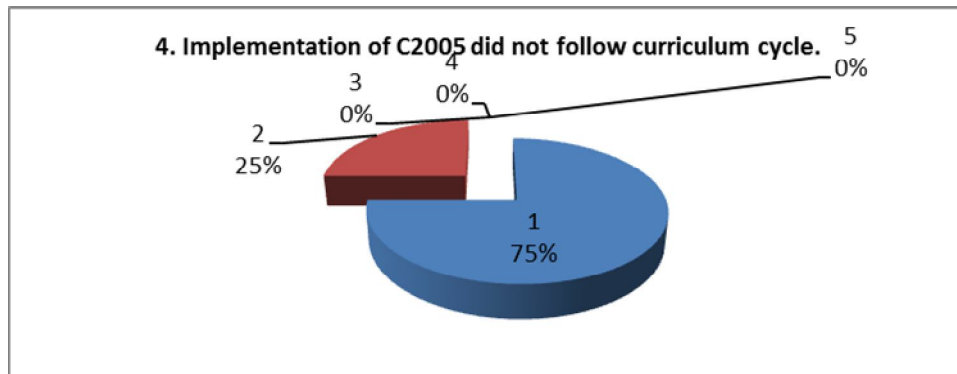


Figure 4: Implementation of C2005 did not follow the curriculum cycle.

Interpretation: Evidence from figures 4, 24 and 44 shows a combined total of strongly agree and agree to the statement 100%, 92% and 98% respectively. This means that the implementation of C2005 did not follow the normal curriculum cycle. For instance the South African Education System curriculum cycle should have been 13 years, from Grade R to Grade 12. Curriculum Cycle is the number of years that a new curriculum is supposed to run in the school system for proper assessment and evaluation to be able to improve on the challenges posed by its implementation.

Questionnaire item 5: This item requested the respondents to respond to the statement: DoE did not equip schools with laboratories. The responses from respondents have been represented in figure 5.

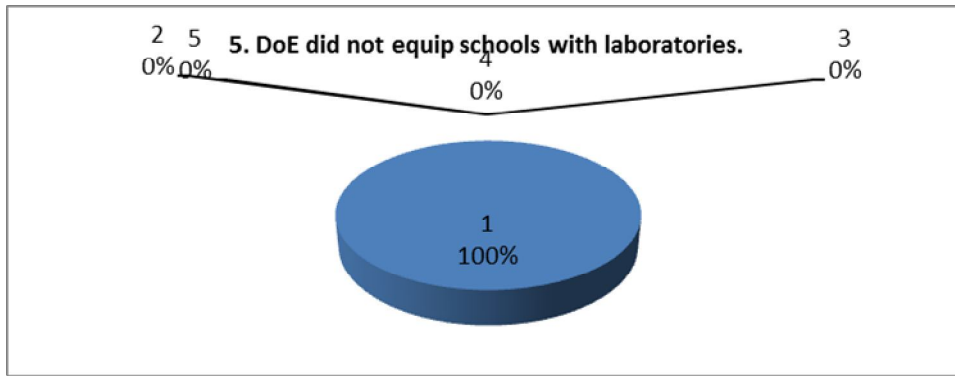


Figure 5: DoE did not equip schools with laboratories.

Interpretation: From figures 5, 25 and 45 it can be observed that a combined total of strongly agree and agree to the statement summed up to 100%, 94% and 99% respectively. This evidence supports the fact that the DoE did not equip schools with laboratories before the introduction and implementation of C2005. It is therefore, not surprising that stakeholders complained that it was going to fail and consequently it did and was faced out in 2012.

Questionnaire item 6: This item requested the respondents to respond to the statement: Schools did not have workshops for practical subjects. The responses from respondents have been represented in figure 6.



Figure 6: Schools did not have workshops for practical subjects.

Interpretation: Evidence from figures 6, 26 and 46 shows that a combined strongly agree and agree to the statement summed up to 100%, 98% and 95% respectively. This revelation is indication that schools did not have workshops for practical subjects. C2005 was aimed at equipping learners with practical knowledge

to be able to fit adequately in the world of work. However, preparation for workshops in schools was not made. It is therefore possible that C2005 could not fulfil its objective of providing work of work experiences to learners before their graduation from the school system.

Questionnaire item 7: This item requested the respondents to respond to the statement: Assessment and evaluation of students were cumbersome. The responses have been represented in figure 7.

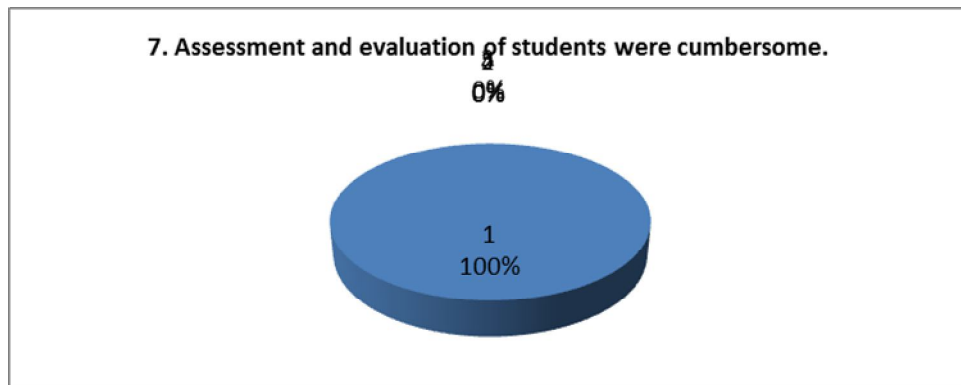


Figure 7: Assessment and evaluation of students were cumbersome.

Interpretation: Assessment and evaluation are the processes through which teachers are able to know from their learners if aims and objectives are being achieved. As a result they should be simple so that teachers are able to apply them regularly in their teaching. However, evidence from the data represented in figures 7, 27 and 47 reveals a combined strongly agree and agree of 100%, 92% and 95% respectively. This supportive response indicates that assessment and evaluation of learners were cumbersome leading, possibly, to inappropriate assessment and evaluation results that teachers provide for learners.

Questionnaire item 8: This item requested the respondents to respond to the statement: Preparation of lessons for teaching was not innovative. The responses have been represented in figure 8.

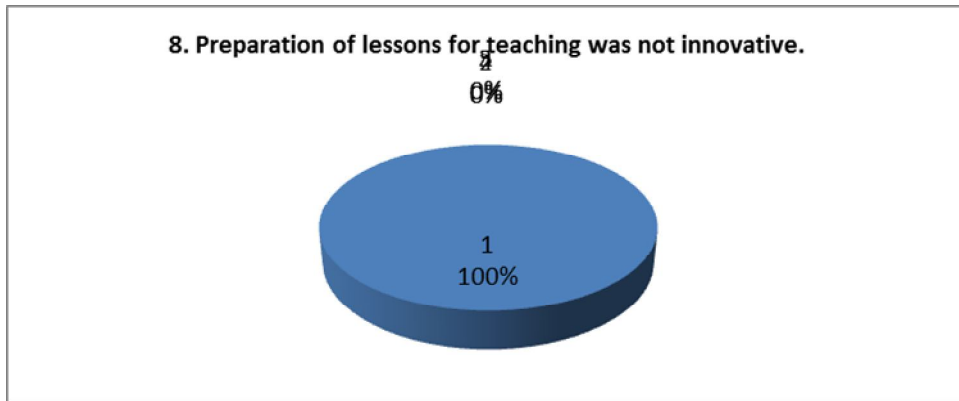


Figure 8: Preparation of lessons for teaching was not innovative.

Interpretation: By observation from figures 8, 28 and 48, the evidence is a combined total of strongly agree and agree of 100%, 96% and 75% respectively. These indicate that preparation of lessons for teaching was not innovative. It might be that there was stereotype format that was made compulsory for all teachers to apply. If it was the case then teachers must be bored for using same formula every time depriving them from using their naturally given innovative instincts.

Questionnaire item 9: This item requested the respondents to respond to the statement: Too much paper work did not allow teachers time to teach. The responses have been represented in figure 9.

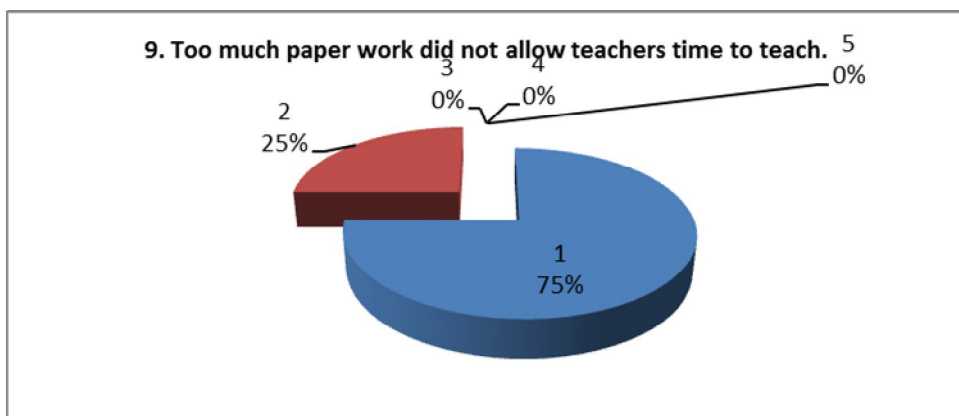


Figure 9: Too much paper work did not allow teachers time to teach.

Interpretation: From the respondents responses observable in figures 9, 19 and 49, the indication is that there are combined strongly agree and agree to the statement summing up to 100%, 96% and 99%, meaning that there was too much

paper work which did not allow teachers to have time to do their teaching, which is detrimental to progressive report because if teaching is not adequately done, learners will not be able to perform appreciably.

Questionnaire item 10: This item requested the respondents to respond to the statement: School inspectors were not properly orientated in C2005. The responses have been represented in figure 10.

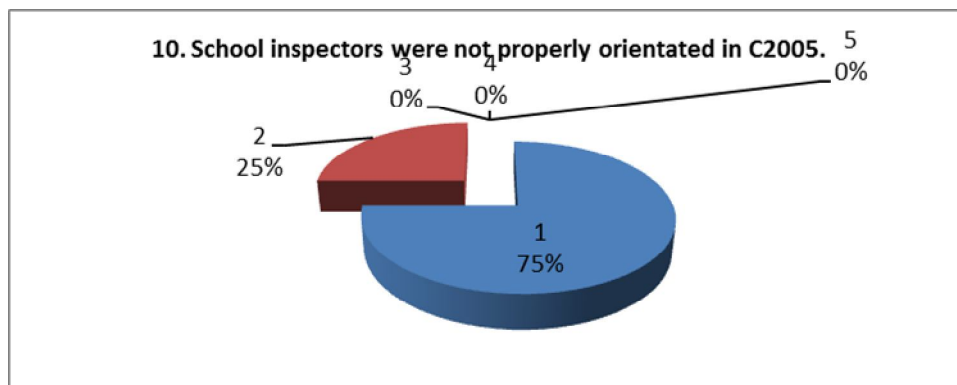


Figure 10: School inspectors were not properly orientated in C2005.

Interpretation: Observation from figures 10, 30 and 50 reveal that a combined total of strongly agree and agree sum up to 100%, 86% and 93% respectively, which indicates that school inspectors who are the prime drivers of innovation in schools were not properly orientated in C2005. This means that they could not guide teachers to improve on their content knowledge and teaching skills to be able to deliver and implement the subject matter professionally.

Questionnaire item 11: This item requested the respondents to respond to the statement: C2005 did not accommodate rural schools. The responses have been represented in figure 11.

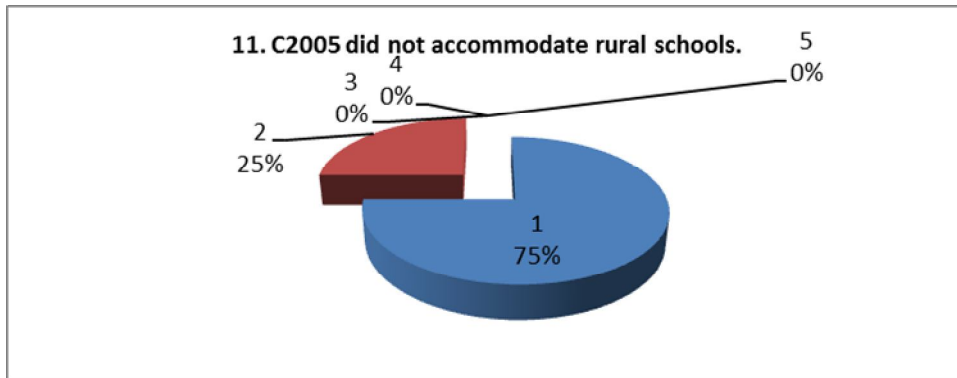


Figure 11: C2005 did not accommodate rural schools.

Interpretation: Evidence from figures 11, 31 and 51 shows that strongly agree and agree responses total 100%, 98% and 95%. This is consensus agreement that C2005 did not accommodate rural schools and this makes rural school learners to be at a greater disadvantage as compared to their counterpart in urban or semi-urban schools.

Questionnaire item 12: This item requested the respondents to respond to the statement: Libraries were not available in schools to facilitate learning. The responses have been represented in figure 12.

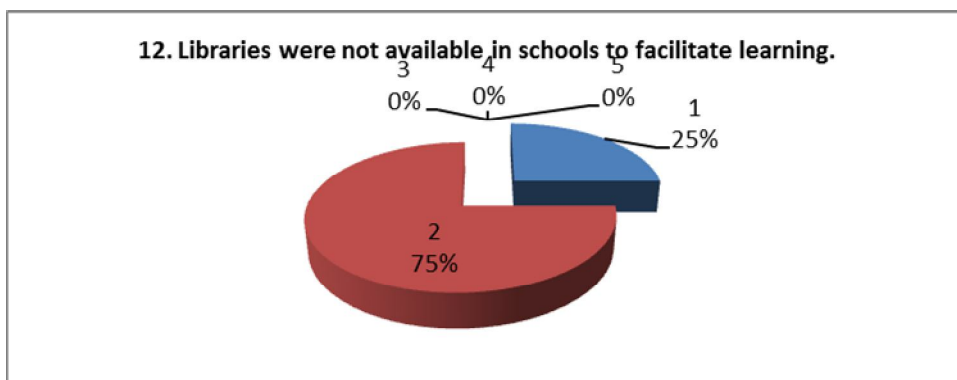


Figure 12: Libraries were not available in schools to facilitate learning.

Interpretation: Observation from figures 2, 32 and 52 shows that a combined strongly agree and agree to the statement sum up to 100%, 90% and 90% respectively signify that libraries were not available in schools to facilitate learning. This is an indication and a contributing factor to learners' poor performance in the

national matriculation examination because they are not exposed to intensive reading materials due to absence of libraries in schools.

Questionnaire item 13: This item requested the respondents to respond to the statement: Teachers were not familiar in the teaching approaches for the delivery of subject matter. The responses have been represented in figure 13.

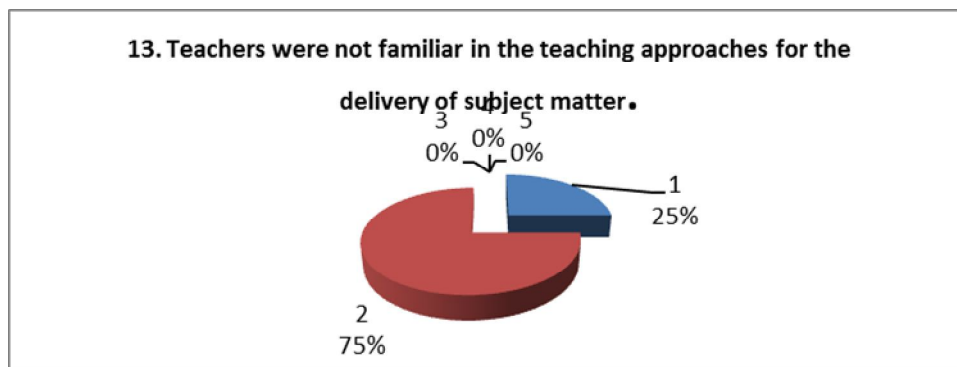


Figure 13: Teachers were not familiar in the teaching approaches for the delivery of subject matter.

Interpretation: From figures 13, 33 and 53, the evidence is that 100%, 88% and 97% form a combined total for strongly agree and agree to the statement. The indication is that teachers were swayed away from their familiar teaching approaches, strategies and methods in the delivery of the subject matter of their lessons. This is detrimental to effective and efficient teaching and places learners at a huge disadvantage.

Questionnaire item 14: This item requested the respondents to respond to the statement: A good number of teachers resigned after the introduction of C2005. The responses have been represented in figure 14.

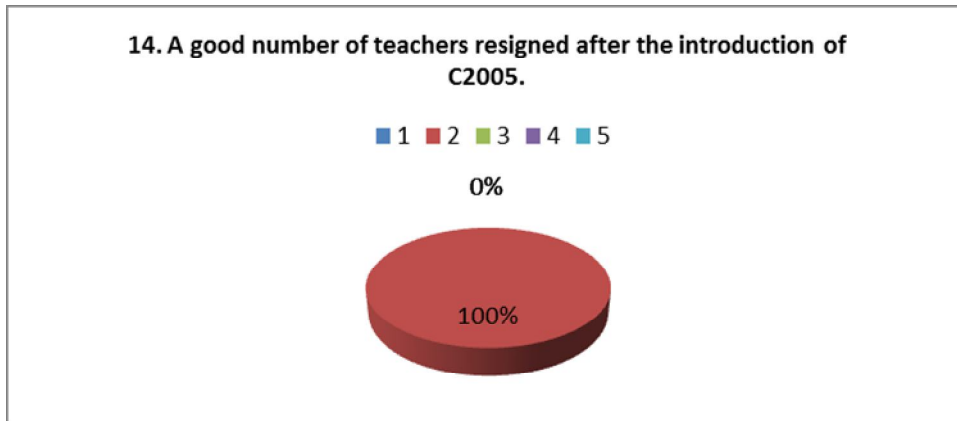


Figure 14: A good number of teachers resigned after the introduction of C2005.

Interpretation: From figures 14, 34 and 54 there is evidence that combined totals from strongly agree and agree in each figure are 100%, 94% and 97% respectively, which confirms the fact that a good number of teachers resigned after the introduction of C2005, probably because they could not cope with the demands of the new curriculum as teachers.

Questionnaire item 15: This item requested the respondents to respond to the statement: C2005 introduced learners to project work. The responses have been represented in figure 15.

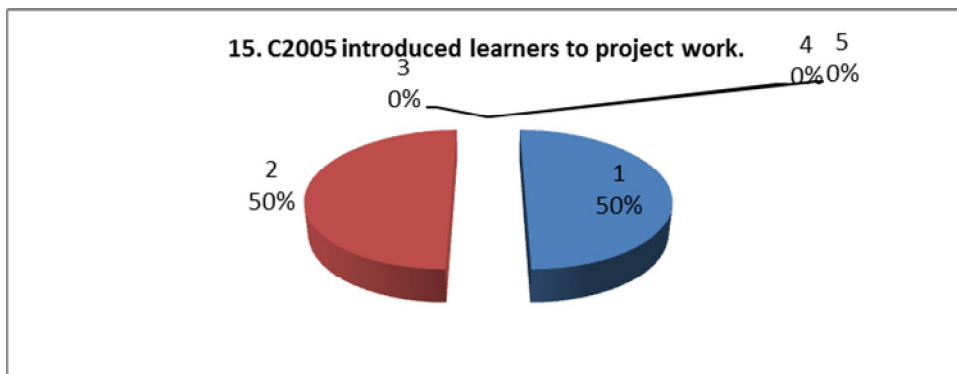


Figure 15: C2005 introduced learners to project work.

Interpretation: From figures 5, 35 and 55 it is clear that the combined responses of strongly agree and agree being 100%, 98% and 96% reveal that C2005 introduced learners to project work which is encouraging because project work is the foundation to research studies in tertiary institutions. However, the fact that

adequate preparations were not made during the introduction of C2005 could obliterate the good intentions of project work.

Questionnaire item 16: This item requested the respondents to respond to the statement: Teachers were confused after the introduction of C2005. The responses have been represented in figure 16.

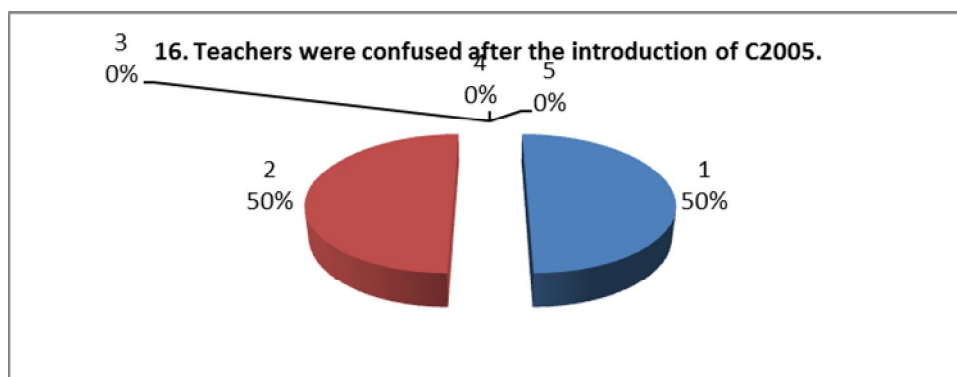


Figure 16: Teachers were confused after the introduction of C2005.

Interpretation: The evidence from figures 6, 36 and 56 shows that strongly agree and agree to the statement were 100%, 92% and 97% respectively. This is complete confirmation that teachers were confused probable in terms of the interpretation of the curriculum, methods of delivery and unavailability of workshops for practical subjects, laboratories for experiments and libraries to facilitate further reading and learning.

Questionnaire item 17: This item requested the respondents to respond to the statement: Teachers were not involved in the design of C2005. The responses have been represented in figure 17.

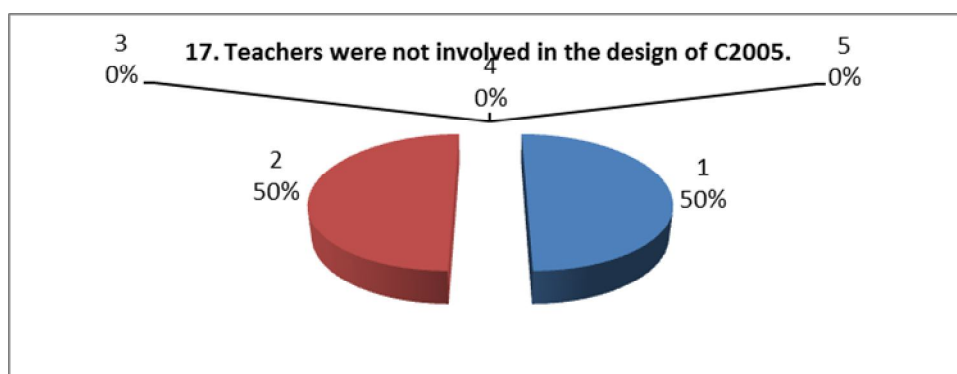


Figure 17: Teachers were not involved in the design of C2005.

Interpretation: From figures 17, 37 and 57, the consensus is that a combined responses of strongly agree and agree totalled 100%, 96% and 98%, which is a fact that teachers were not involved in the design of C2005. Probably, this might be a contributing factor in terms of their inability to implement it properly in schools.

Questionnaire item 18: This item requested the respondents to respond to the statement: C2005 was introduced hurriedly without consultation. The responses have been represented in figure 18.

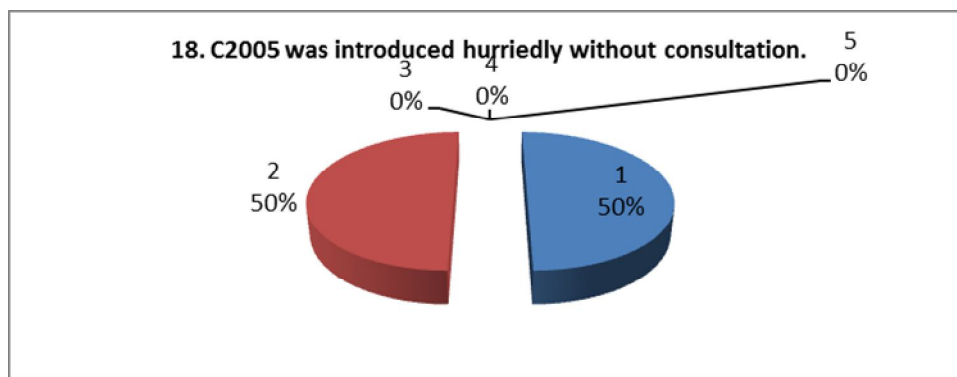


Figure 18: C2005 was introduced hurriedly without consultation.

Introduction: Evidence from literature source (Chapter 2) has indicated that all stakeholders in the provision of education in a nation should be consulted if there is need to reform and innovate the curriculum. The evidence in this study pertaining to this item reveals that a combined responses of strongly agree and agree sum up to 100%, 98% and 98% respectively reveal that stakeholders were not consulted before the introduction and implementation of C2005. This might have contributed to its untimely demise in 2012.

Questionnaire item 19: This item requested the respondents to respond to the statement: C2005 was not given time to run its cycle and mature. The responses have been presented in figure 19.

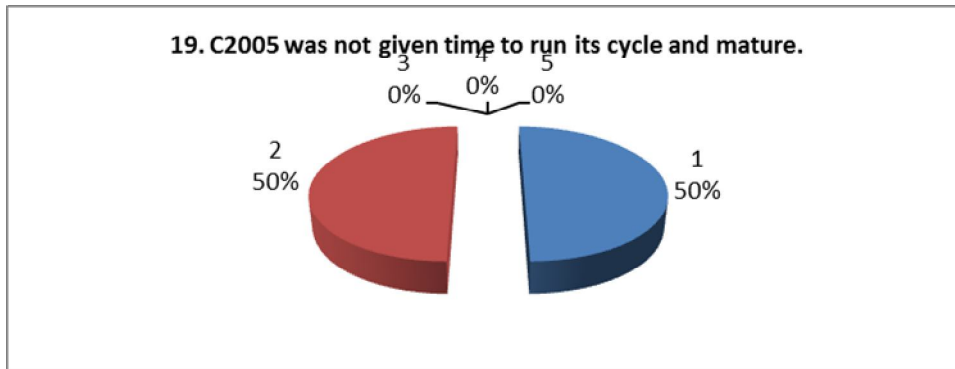


Figure 19: C2005 was not given time to run its cycle and mature.

Interpretation: Evidence from figures 19, 39 and 59 testifies to the fact that C2005 was not given time to run its cycle and mature before it was faced out. This is a warning that if the introduction of a new curriculum does take into account curriculum cycle, the possibility is that it would not succeed to reform and innovate the education system. This has been the fate of C2005 and even the newly introduced CAPs.

Questionnaire item 20: This item requested the respondents to respond to the statement: C2005 brought a lot of stress to teachers. The responses have been represented in figure 20.

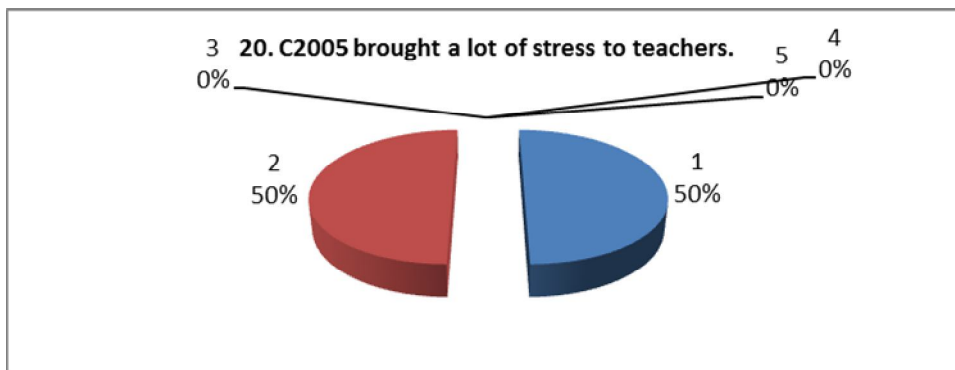


Figure 20: C2005 brought a lot of stress to teachers.

Interpretation: Evidence from figures 20, 40 and 60 reveals that a combined total of strongly agree and agree sum up to 100%, 98% and 97% respectively indicating that teachers were stressed up after the introduction of C2005 which might be one reason for some teachers resigning from their posts (Figure 14, 34 and 54).

Item Statement	SA%	A%	N%	D%	SD%
21. The C2005 was not introduced properly.	80	10	02	02	04
22. Adequate teacher preparation was not made.	54	34	04	04	02
23. Adequate infrastructural preparations were not made.	60	34	02	00	02
24. The curriculum cycle was not considered before implementation.	52	40	00	02	04
25. The DoE did not bother to equip schools with laboratories.	64	30	04	00	02
26. Schools did not have workshops for the practical subjects.	66	32	00	00	00
27. Assessment and evaluation of learners were cumbersome.	50	42	00	06	00
28. Preparation of lessons for teaching was not innovative.	50	46	00	00	02
29. Too much paper work did not allow teachers time to teach.	54	42	02	00	00
30. School inspectors were not adequately orientated in C2005.	56	30	04	04	04
31. C2005 did not accommodate rural schools.	52	46	00	00	00
32. Libraries were not found in schools to facilitate learning.	44	46	02	00	06
33. Many teachers were confused by lesson delivery approaches.	60	28	06	04	00
34. A good number of teachers resigned during C2005 implementation.	58	36	04	00	00
35. C2005 helped learners to do project work regularly.	56	42	00	00	00
36. Teachers were confused by the introduction of C2005.	48	44	02	02	02
37. Teachers were not involved in the introduction of C2005.	42	54	00	02	00
38. C2005 was introduced hurriedly.	58	40	00	00	00
39. C2005 was not given time to mature before it was faced out.	56	38	02	02	00
40. C2005 brought a lot of stress to teachers.	64	34	00	00	00

Table 2: Summary of responses of Subject Advisors tallied questionnaires

4.2.2. Subject Advisors questionnaire responses and interpretation

The responses of the Subject Advisors questionnaire tallied and represented in table 2 have been graphically represented below and brief interpretation provided to make the data intelligible.

Questionnaire item 21: This item requested the respondents to respond to the statement: The C2005 was not introduced properly. The responses have been represented in figure 21.

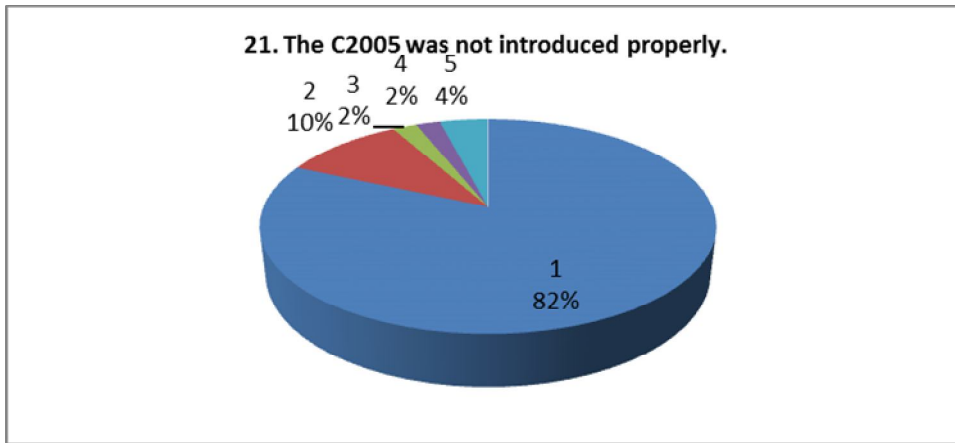


Figure 21: The C2005 was not introduced properly.

Interpretation: The evidence from figures 21, 1 and 41 reveal combined strongly agree and agree responses of 90% 100% and 96% respectively. It is indication that the C2005 was not properly introduced and for that reason it was destined to fail the South African Education System, hence its face out in 2012.

Questionnaire item 22: This item requested the respondents to respond to the statement: Adequate teacher preparation was not made. The responses have been represented in figure 22.

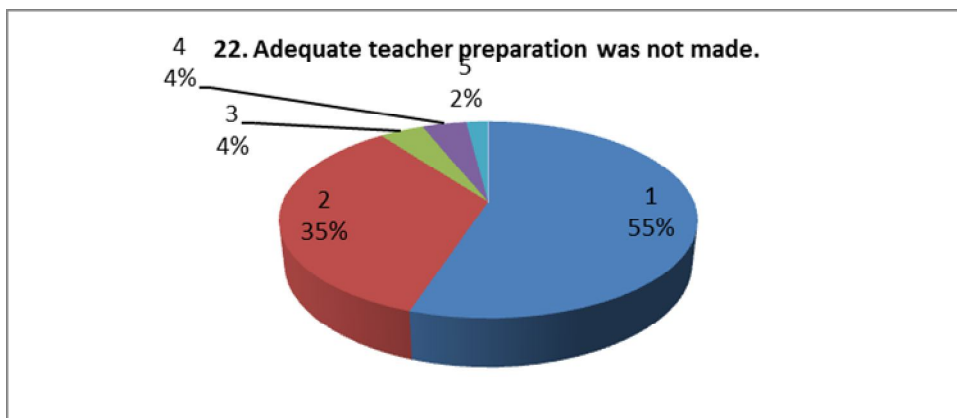


Figure 22: Adequate teacher preparation was not made.

Interpretation: Observable evidence from figures 22, 2 and 42 indicates that a combined total of strongly agree and agree to the statement was 88%, 100% and 99%. The revelation is that there is consensus agreement that adequate preparation

of teachers was not made before the implementation of C2005 making teachers feel left out and unimportant in terms of national curriculum matters.

Questionnaire item 23: This item requested the respondents to respond to the statement: Adequate infrastructural preparations were not made. The responses have been represented in figure 23:

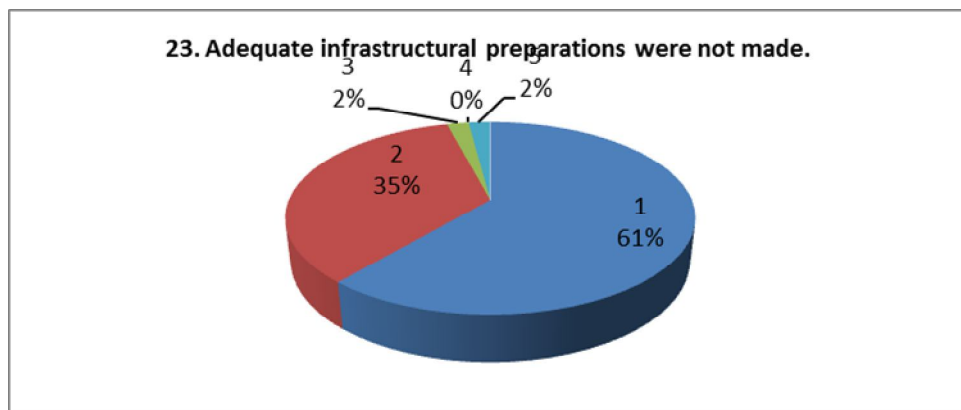


Figure 23: Adequate infrastructural preparations were not made.

Interpretation: Observation of figures 23, 3 and 43 reveal a combined strongly agree and agree to the statement of 94%, 100% and 100% responses respectively. The conclusion that could be drawn from this observation is that adequate infrastructural preparation was not made before the introduction and implementation of C2005. These made it difficult for teacher do their teaching professionally.

Questionnaire item 24: This item requested the respondents to respond to the statement: The curriculum cycle was not considered before implementation. The responses have been represented in figure 24.

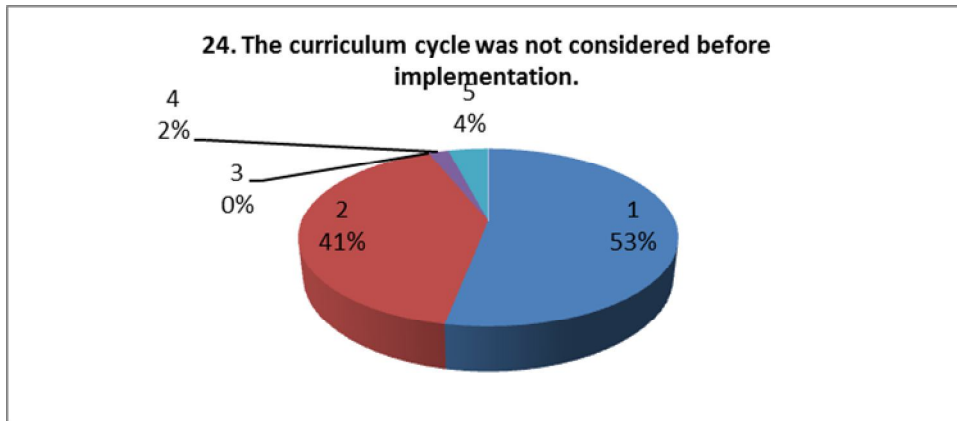


Figure 24: The curriculum cycle was not considered before implementation.

Questionnaire item 25: This item requested the respondents to respond to the statement: The DoE did not bother to equip schools with laboratories. The responses have been represented in figure 25.

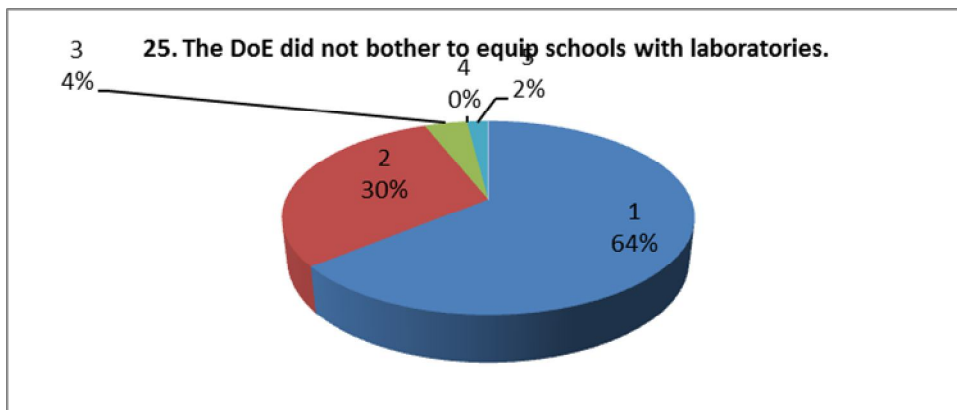


Figure 25: The DoE did not bother to equip schools with laboratories.

Interpretation: Evidence from figures 24, 4 and 44 shows a combined total of strongly agree and agree to the statement 92, 100% and 98% respectively. This means that the implementation of C2005 did not follow the normal curriculum cycle. For instance the South African Education System curriculum cycle should have been 13 years, from Grade R to Grade 12. Curriculum Cycle is the number of years that a new curriculum is supposed to run in the school system for proper assessment and evaluation to be able to improve on the challenges posed by its implementation.

Questionnaire item 26: This item requested the respondents to respond to the statement: Schools did not have workshops for practical subjects. The responses have been represented in figure26.

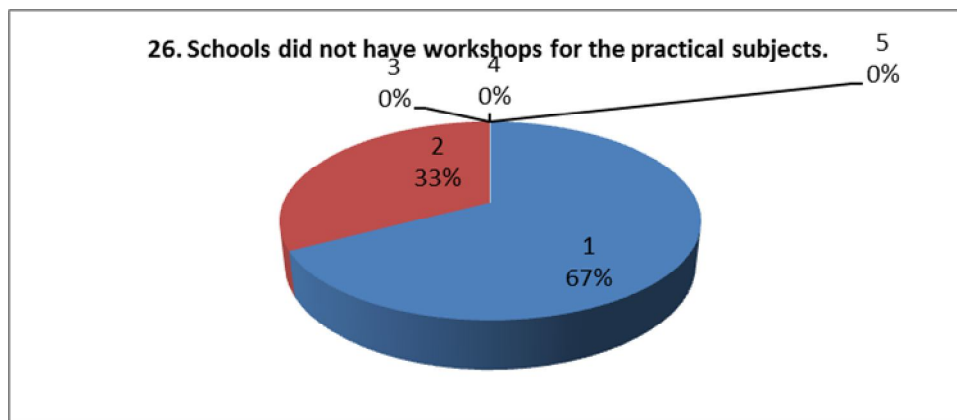


Figure 26: Schools did not have workshops for practical subjects.

Interpretation: Evidence from figures 26, 6 and 46 shows that a combined strongly agree and agree to the statement summed up to 98%, 100% and 95% respectively. This revelation is indication that schools did not have workshops for practical subjects. C2005 was aimed at equipping learners with practical knowledge to be able to fit adequately in the world of work. However, preparation for workshops in schools was not made. It is therefore possible that C2005 could not fulfil its objective of providing work of work experiences to learners before their graduation from the school system.

Questionnaire item 27: This item requested the respondents to respond to the statement: Assessment and evaluation of learners were cumbersome. The responses have been represented in figure 27.

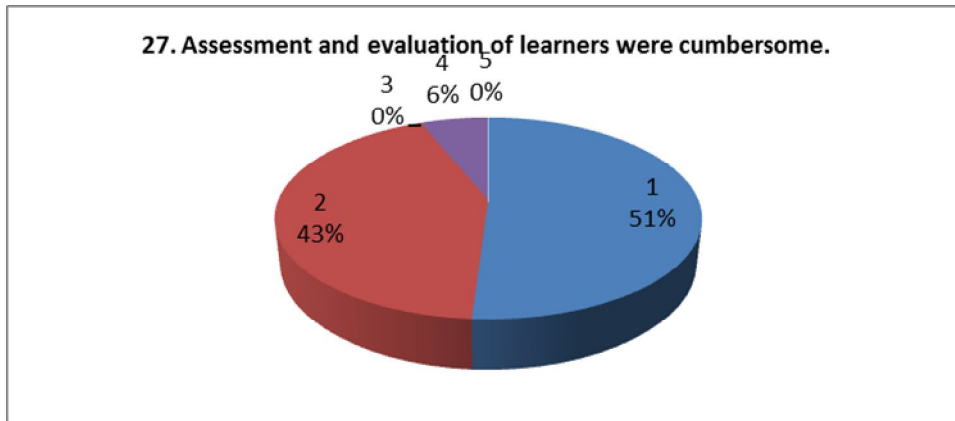


Figure 27: Assessment and evaluation of learners were cumbersome.

Interpretation: Assessment and evaluation are the processes through which teachers are able to know from their learners if aims and objectives are being achieved. As a result they should be simple so that teachers are able to apply them regularly in their teaching. However, evidence from the data represented in figures 27, 7 and 47 reveals a combined strongly agree and agree of 92, 100% and 95% respectively. This supportive response indicates that assessment and evaluation of learners were cumbersome leading, possibly, to inappropriate assessment and evaluation results that teachers provide for learners.

Questionnaire item 28: This item requested the respondents to respond to the statement: Preparation for lessons for teaching was not innovative. The responses have been represented in figure 28.

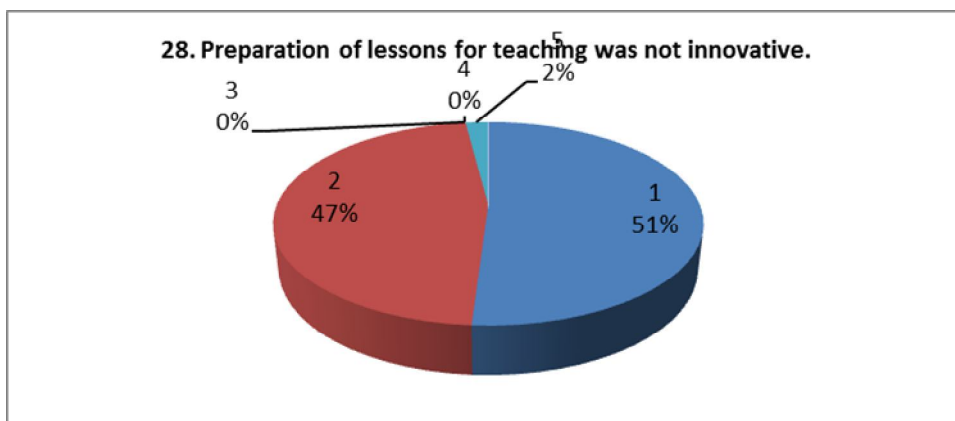


Figure 28: Preparation for lessons for teaching was not innovative

Interpretation: By observation from figures 28, 8 and 48, the evidence is a combined total of strongly agree and agree of 100%, 96% and 75% respectively. These indicate that preparation of lessons for teaching was not innovative. It might be that there was stereotype format that was made compulsory for all teachers to apply. If it was the case then teachers must be bored for using same formula every time depriving them from using their naturally given innovative instincts.

Questionnaire item 29: This item requested the respondents to respond to the statement: Too much paper work did not allow teachers time to teach. The responses have been represented in figure 29.

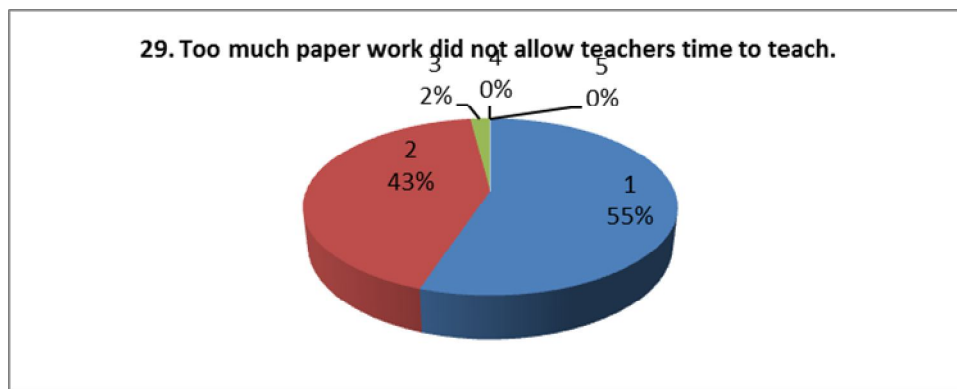


Figure 29: Too much paper work did not allow teachers time to teach.

Interpretation: From the respondents responses observable in figures 19, 9 and 49, the indication is that there are combined strongly agree and agree to the statement summing up to 96%, 100% and 99%, meaning that there was too much paper work which did not allow teachers to have time to do their teaching, which is detrimental to progressive report because if teaching is not adequately done, learners will not be able to perform appreciably.

Questionnaire item 30: This item requested the respondents to respond to the statement: School inspectors were not adequately orientated in C2005. The responses have been represented in figure 30.

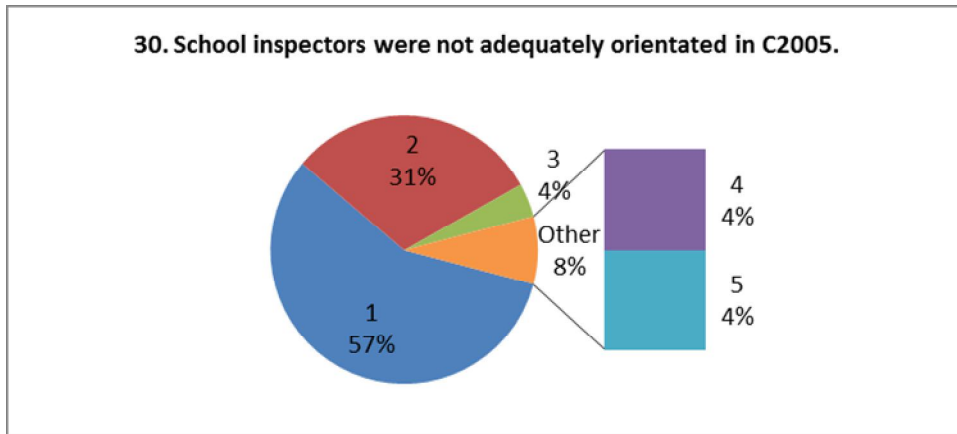


Figure 30: School inspectors were not adequately orientated in C2005.

Interpretation: Observation from figures 30, 10 and 50 reveal that a combined total of strongly agree and agree sum up to 86%, 100% and 93% respectively, which indicates that school inspectors who are the prime drivers of innovation in schools were not properly orientated in C2005. This means that they could not guide teachers to improve on their content knowledge and teaching skills to be able to deliver and implement the subject matter professionally.

Questionnaire item 31: This item requested the respondents to respond to the statement: C2005 did not accommodate rural schools. The responses have been represented in figure 31.

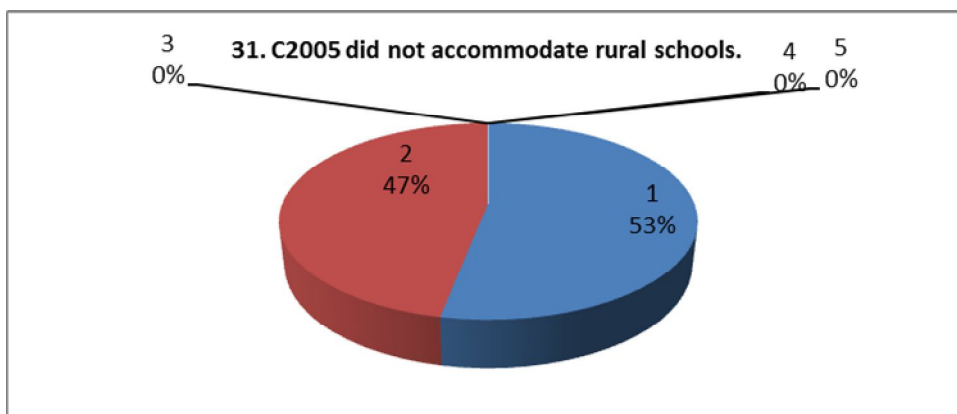


Figure 31: C2005 did not accommodate rural schools.

Interpretation: Evidence from figures 31, 11 and 51 shows that strongly agree and agree responses total 98%, 100% and 95%. This is consensus agreement that

C2005 did not accommodate rural schools and this makes rural school learners to be at a greater disadvantage as compared to their counterpart in urban or semi-urban schools.

Questionnaire item 32: This item requested the respondents to respond to the statement: Libraries were not found in schools to facilitate learning. The responses have been represented in figure 32.

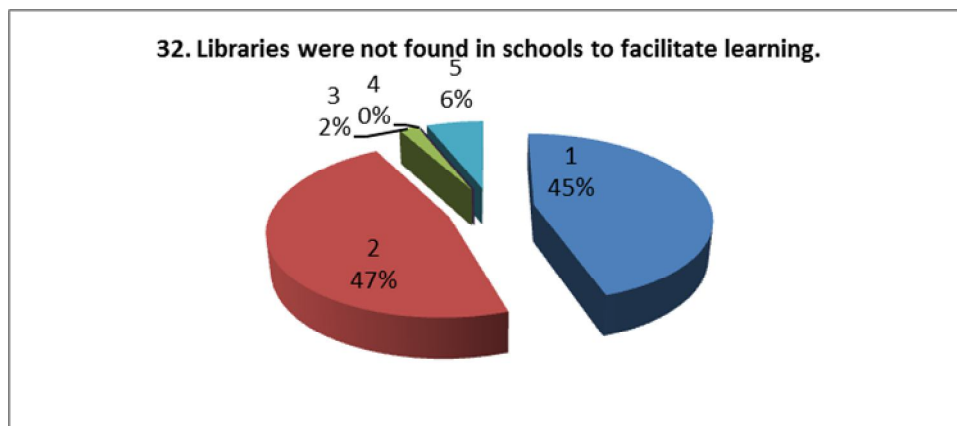


Figure 32: Libraries were not found in schools to facilitate learning.

Interpretation: Observation from figures 32, 2 and 52 shows that a combined strongly agree and agree to the statement sum up to 90%, 100% and 90% respectively signify that libraries were not available in schools to facilitate learning. This is an indication and a contributing factor to learners' poor performance in the national matriculation examination because they are not exposed to intensive reading materials due to absence of libraries in schools.

Questionnaire item 33: This item requested the respondents to respond to the statement: Many teachers were confused by lesson delivery approaches. The responses have been represented in figure 33.

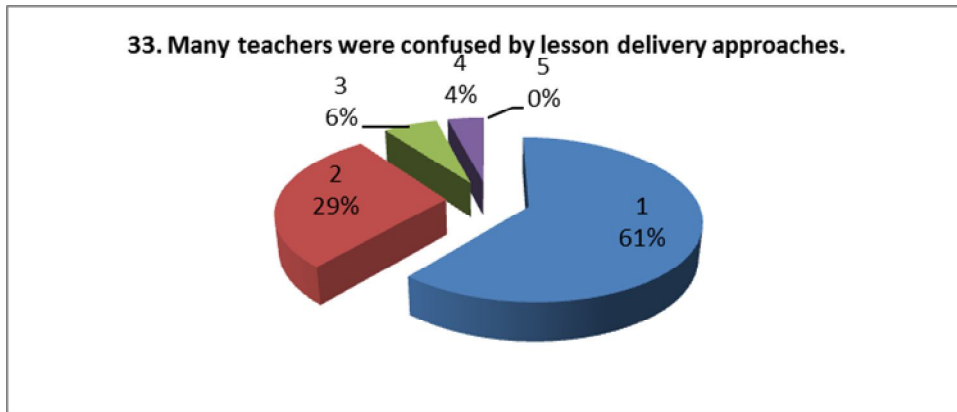


Figure 33: Many teachers were confused by lesson delivery approaches.

Interpretation: From figures 33, 13 and 53, the evidence is that 88%, 100% and 97% form a combined total for strongly agree and agree to the statement. The indication is that teachers were swayed away from their familiar teaching approaches, strategies and methods in the delivery of the subject matter of their lessons. This is detrimental to effective and efficient teaching and places learners at a huge disadvantage.

Questionnaire item 34: This item requested the respondents to respond to the statement: A good number of teachers resigned during C2005 implementation. The responses have been represented in figure 34.

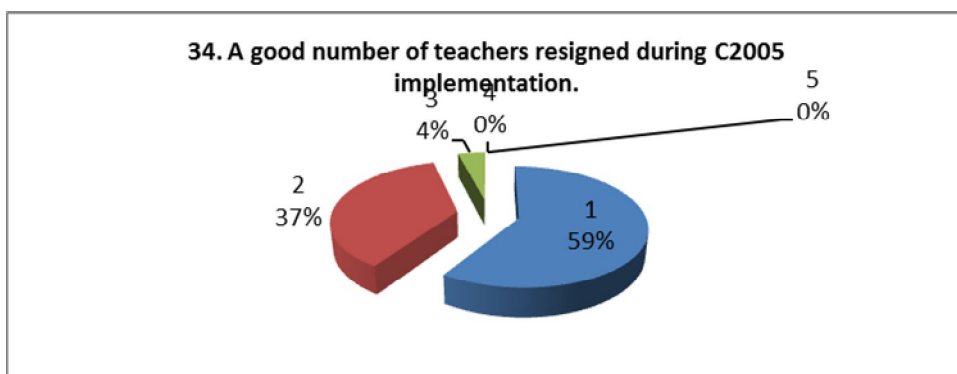


Figure 34: A good number of teachers resigned during C2005 implementation.

Interpretation: From figures 34, 14 and 54 there is evidence that combined totals from strongly agree and agree in each figure are 94%, 97% and 100% respectively, which confirms the fact that a good number of teachers resigned after the

introduction of C2005, probably because they could not cope with the demands of the new curriculum as teachers.

Questionnaire item 35: This item requested the respondents to respond to the statement: C2005 helped learners to do project work regularly. The responses have been represented in figure 35.

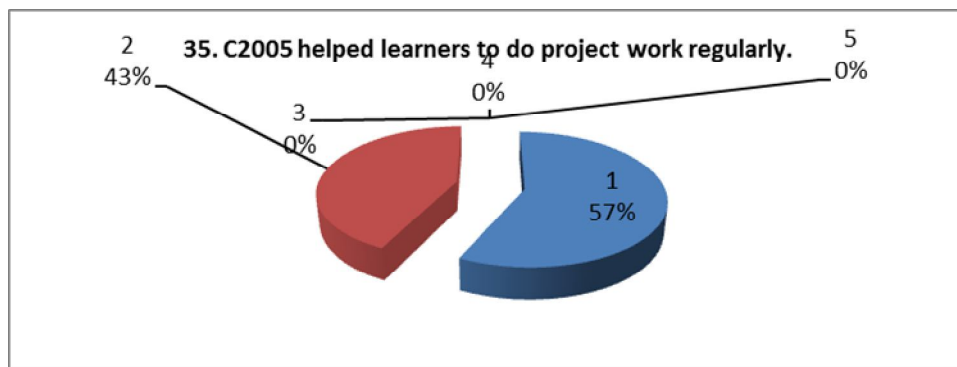


Figure 35: C2005 helped learners to do project work regularly.

Interpretation: From figures 35, 5 and 55 it is clear that the combined responses of strongly agree and agree being 98%, 100% and 96% reveal that C2005 introduced learners to project work which is encouraging because project work is the foundation to research studies in tertiary institutions. However, the fact that adequate preparations were not made during the introduction of C2005 could obliterate the good intentions of project work.

Questionnaire item 36: This item requested the respondents to respond to the statement: Teachers were confused by the introduction of C2005. The responses have been represented in figure 36.

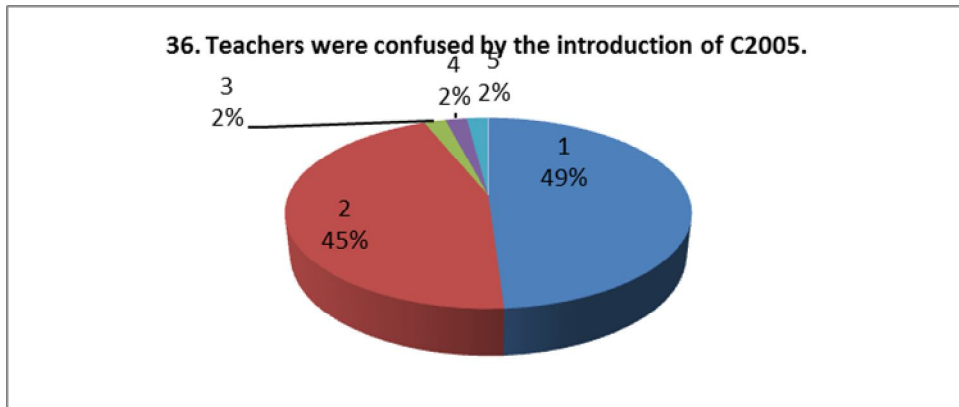


Figure 36: Teachers were confused by the introduction of C2005.

Interpretation: The evidence from figures 36, 6 and 56 shows that strongly agree and agree to the statement were 92%, 100% and 97% respectively. This is complete confirmation that teachers were confused probable in terms of the interpretation of the curriculum, methods of delivery and unavailability of workshops for practical subjects, laboratories for experiments and libraries to facilitate further reading and learning.

Questionnaire item 37: This item requested the respondents to respond to the statement: Teachers were not involved in the introduction of C2005. The responses have been represented in figure 37.

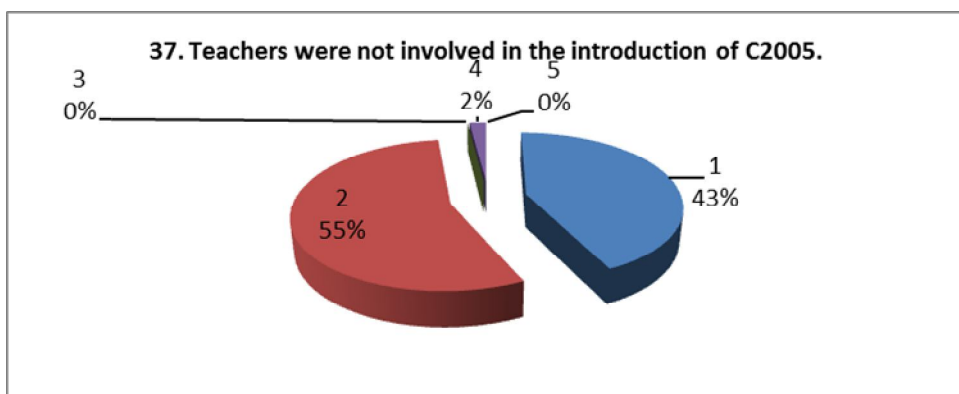


Figure 37: Teachers were not involved in the introduction of C2005.

Interpretation: From figures 37, 17 and 57, the consensus is that a combined responses of strongly agree and agree totalled 96%, 100% and 98%, which is a fact

that teachers were not involved in the design of C2005. Probably, this might be a contributing factor in terms of their inability to implement it properly in schools.

Questionnaire item 38: This item requested the respondents to respond to the statement: C2005 was introduced hurriedly. The responses have been represented in figure 38.

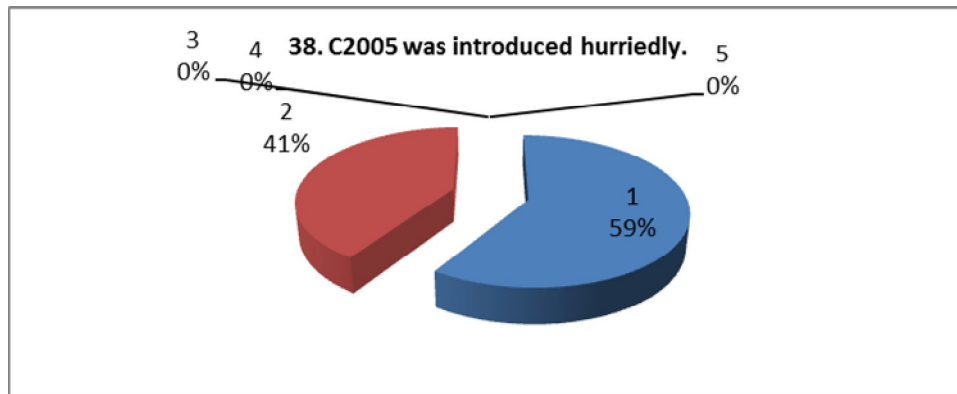


Figure 38: C2005 was introduced hurriedly.

Interpretation: Evidence from literature source (Chapter 2) has indicated that all stakeholders in the provision of education in a nation should be consulted if there is need to reform and innovate the curriculum. The evidence in this study pertaining to this item reveals that a combined responses of strongly agree and agree sum up to 98%, 100% and 98% respectively reveal that stakeholders were not consulted before the introduction and implementation of C2005. This might have contributed to its untimely demise in 2012.

Questionnaire item 39: This item requested the respondents to respond to the statement: C2005 was not given time to mature before it was faced out. The responses have been represented in figure 39.

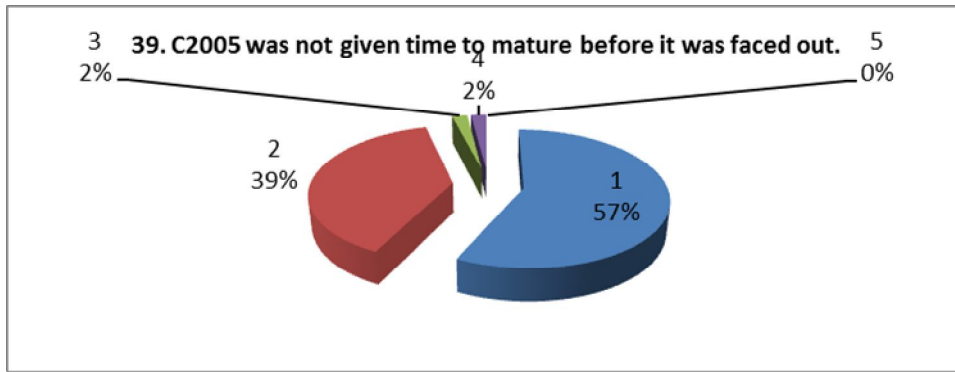


Figure 39: C2005 was not given time to mature before it was faced out.

Interpretation: Evidence from figures 39, 19 and 59 testifies to the fact that C2005 was not given time to run its cycle and mature before it was faced out. This is a warning that if the introduction of a new curriculum does take into account curriculum cycle, the possibility is that it would not succeed to reform and innovate the education system. This has been the fate of C2005 and even the newly introduced CAPs.

Questionnaire item 40: This item requested the respondents to respond to the statement: C2005 brought a lot of stress to teachers. The responses have been represented in figure 40.

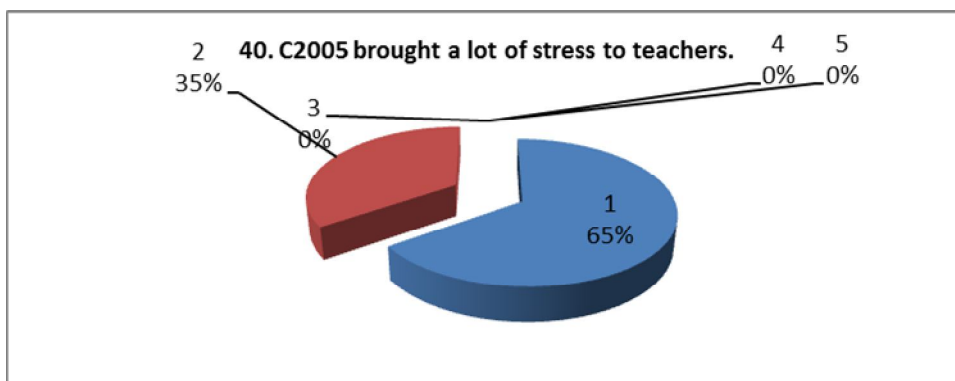


Figure 40: C2005 brought a lot of stress to teachers.

Interpretation: Evidence from figures 40, 20 and 60 reveals that a combined total of strongly agree and agree sum up to 98%, 100% and 97% respectively indicating that teachers were stressed up after the introduction of C2005 which might be one reason for some teachers resigning from their posts (Figures 14, 34 and 54).

Item Statement	SA%	A%	N%	D%	SD%
41. The C2005 was not introduced properly.	83	13	03	00	00
42. Adequate teacher preparation was not made.	72	27	00	02	00
43. Adequate infrastructural preparations were not made.	78	22	00	00	00
44. The curriculum cycle was not considered before implementation.	65	33	02	00	00
45. The DoE did not bother to equip schools with laboratories.	62	37	02	00	00
46. Schools did not have workshops for the practical subjects.	53	42	07	00	00
47. Assessment and evaluation of learners were cumbersome.	55	40	03	02	00
48. Preparation of lessons for teaching was not innovative.	38	37	02	00	00
49. Too much paper work did not allow teachers time to teach.	60	33	03	03	00
50. School inspectors were not adequately orientated in C2005.	55	38	05	02	00
51. C2005 did not accommodate rural schools.	62	33	02	03	00
52. Libraries were not found in schools to facilitate learning.	70	20	02	00	00
53. Many teachers were confused by lesson delivery approaches.	70	27	03	00	00
54. A good number of teachers resigned during C2005 implementation.	72	25	00	03	00
55. C2005 helped learners to do project work regularly.	73	23	00	02	02
56. Teachers were confused by the introduction of C2005.	77	20	00	02	02
57. Teachers were not involved in the introduction of C2005.	73	25	00	02	00
58. C2005 was introduced hurriedly.	73	25	02	00	00
59. C2005 was not given time to mature before it was faced out.	52	37	02	00	02
60. C2005 brought a lot of stress to teachers.	62	35	02	00	02

Table 3: Summary of responses of Teachers tallied questionnaires

4.2.3. Teachers questionnaire responses and interpretation

The responses of the Teachers questionnaire tallied and represented in table 3 have been graphically represented below and brief interpretation provided to make the data intelligible.

Questionnaire item 41: This item requested the respondents to respond to the statement: The C2005 was not introduced properly. The responses have been represented in figure 41.

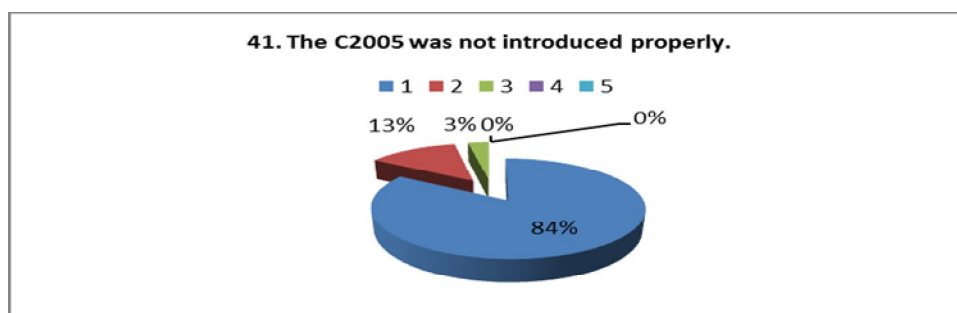


Figure 41: The C2005 was not introduced properly.

Interpretation: The evidence from figures 41, 21 and 1 reveal combined strongly agree and agree responses of 96%, 90% and 100% respectively. It is indication that the C2005 was not properly introduced and for that reason it was destined to fail the South African Education System, hence its face out in 2012.

Questionnaire item 42: This item requested the respondents to respond to the statement: Adequate teacher preparation was not made. The responses have been represented in figure 42.

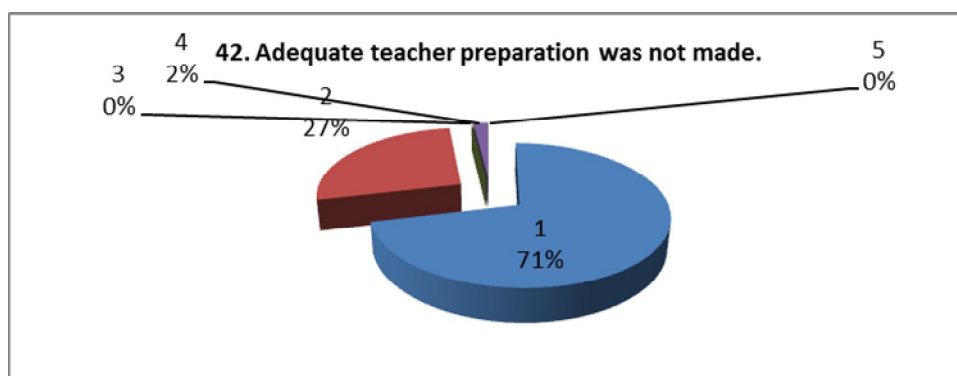


Figure 42: Adequate teacher preparation was not made.

Interpretation: Observable evidence from figures 42, 22 and 2 indicates that a combined total of strongly agree and agree to the statement was 99%, 88% and 100%. The revelation is that there is consensus agreement that adequate preparation of teachers was not made before the implementation of C2005 making teachers feel left out and unimportant in terms of national curriculum matters.

Questionnaire item 43: This item requested the respondents to respond to the statement: Adequate infrastructural preparations were not made. The responses have been represented in figure 43.

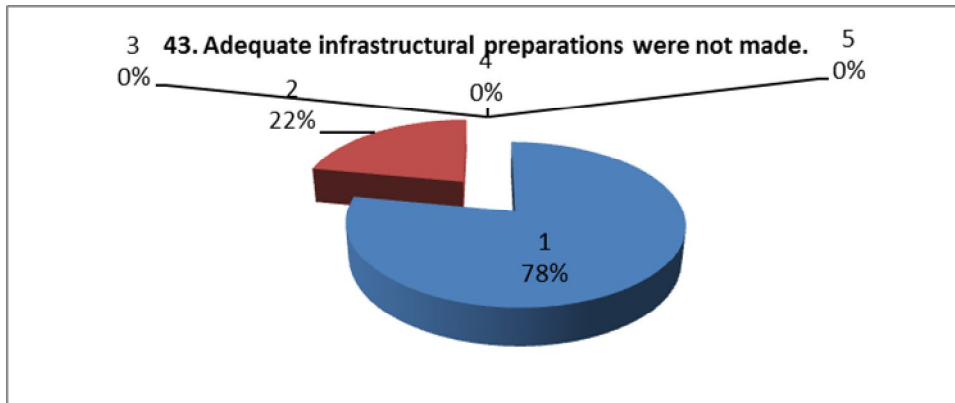


Figure 43: Adequate infrastructural preparations were not made.

Interpretations: Observation of figures 43, 23 and 3 reveal a combined strongly agree and agree to the statement of 100%, 94% and 100% responses respectively. The conclusion that could be drawn from this observation is that adequate infrastructural preparation was not made before the introduction and implementation of C2005. These made it difficult for teacher do their teaching professionally.

Questionnaire item 44: This item requested the respondents to respond to the statement: The curriculum cycle was not considered before implementation. The responses have been represented in figure 44.

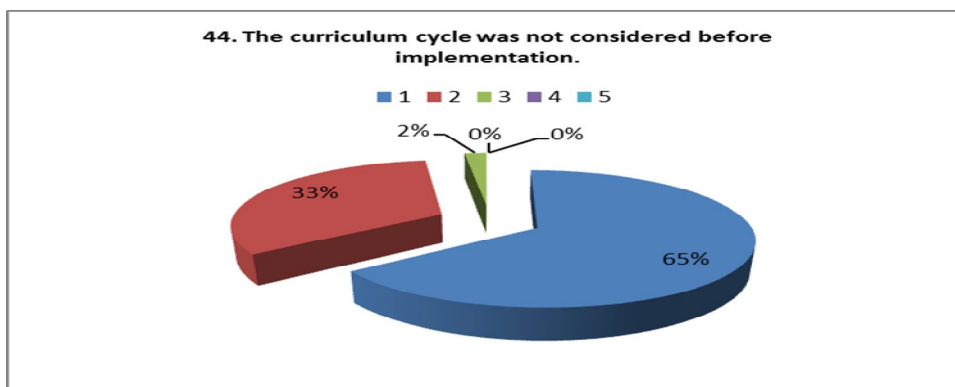


Figure 44: The curriculum cycle was not considered before implementation.

Interpretation: Evidence from figures 44, 4 and 24 and 44 shows a combined total of strongly agree and agree to the statement 98%, 100% and 92% respectively. This means that the implementation of C2005 did not follow the normal curriculum cycle. For instance the South African Education System curriculum cycle should have

been 13 years, from Grade R to Grade 12. Curriculum Cycle is the number of years that a new curriculum is supposed to run in the school system for proper assessment and evaluation to be able to improve on the challenges posed by its implementation.

Questionnaire item 45: This item requested the respondents to respond to the statement: The DoE did not bother to equip schools with laboratories. The responses have been represented in figure 45.

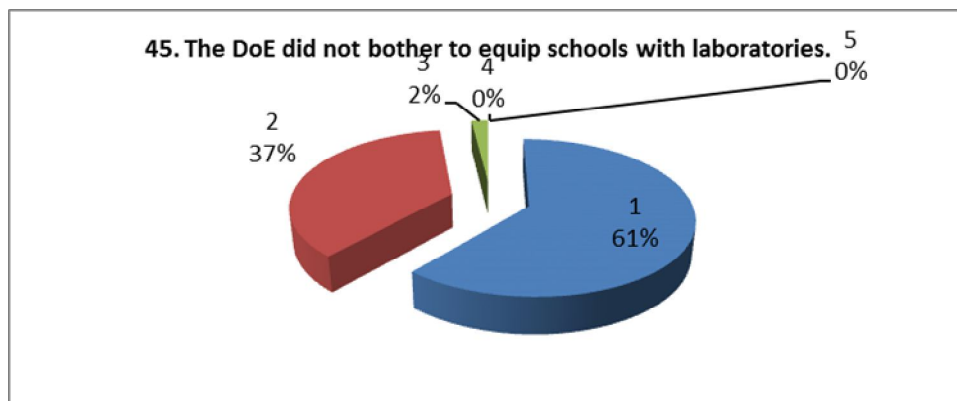


Figure 45: The DoE did not bother to equip schools with laboratories.

Interpretation: Evidence from figures 44, 24 and 4 shows a combined total of strongly agree and agree to the statement 98, 92 and 100% respectively. This means that the implementation of C2005 did not follow the normal curriculum cycle. For instance the South African Education System curriculum cycle should have been 13 years, from Grade R to Grade 12. Curriculum Cycle is the number of years that a new curriculum is supposed to run in the school system for proper assessment and evaluation to be able to improve on the challenges posed by its implementation.

Questionnaire item 46: This item requested the respondents to respond to the statement: Schools did not have workshops for practical subjects. The responses have been represented in figure 46.

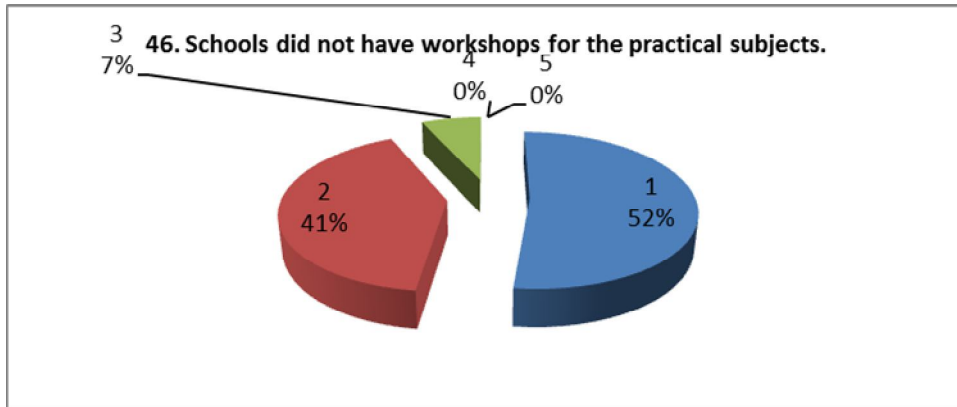


Figure 46: Schools did not have workshops for practical subjects.

Interpretation: Evidence from figures 46, 6 and 26 shows that a combined strongly agree and agree to the statement summed up to 95%, 100% and 98% respectively. This revelation is indication that schools did not have workshops for practical subjects. C2005 was aimed at equipping learners with practical knowledge to be able to fit adequately in the world of work. However, preparation for workshops in schools was not made. It is therefore possible that C2005 could not fulfil its objective of providing work of work experiences to learners before their graduation from the school system.

Questionnaire item 47: This item requested the respondents to respond to the statement: Assessment and evaluation of learners were cumbersome. The responses have been represented in figure 47.

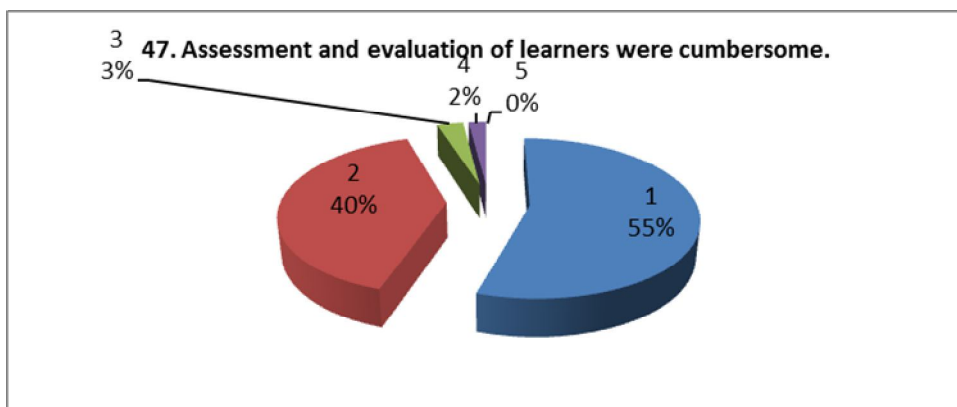


Figure 47: Assessment and evaluation of learners were cumbersome.

Interpretation: Assessment and evaluation are the processes through which teachers are able to know from their learners if aims and objectives are being achieved. As a result they should be simple so that teachers are able to apply them regularly in their teaching. However, evidence from the data represented in figures 47, 27 and 7 reveals a combined strongly agree and agree of 95% 100% and 92% respectively. This supportive response indicates that assessment and evaluation of learners were cumbersome leading, possibly, to inappropriate assessment and evaluation results that teachers provide for learners.

Questionnaire item 48: This item requested the respondents to respond to the statement: Preparation of lessons for teaching was not innovative. The responses have been represented in figure 48.

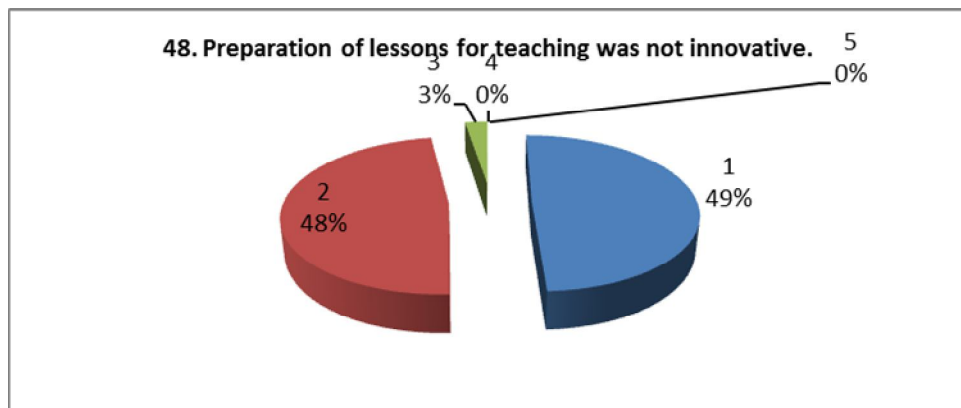


Figure 48: Preparation of lessons for teaching was not innovative.

Interpretation: By observation from figures 48, 28 and 8 the evidence is a combined total of strongly agree and agree of 75%, 100% and 96% respectively. These indicate that preparation of lessons for teaching was not innovative. It might be that there was stereotype format that was made compulsory for all teachers to apply. If it was the case then teachers must be bored for using same formula every time depriving them from using their naturally given innovative instincts.

Questionnaire item 49: This item requested the respondents to respond to the statement: Too much paper work did not allow teachers time to teach. The responses have been represented in figure 49.

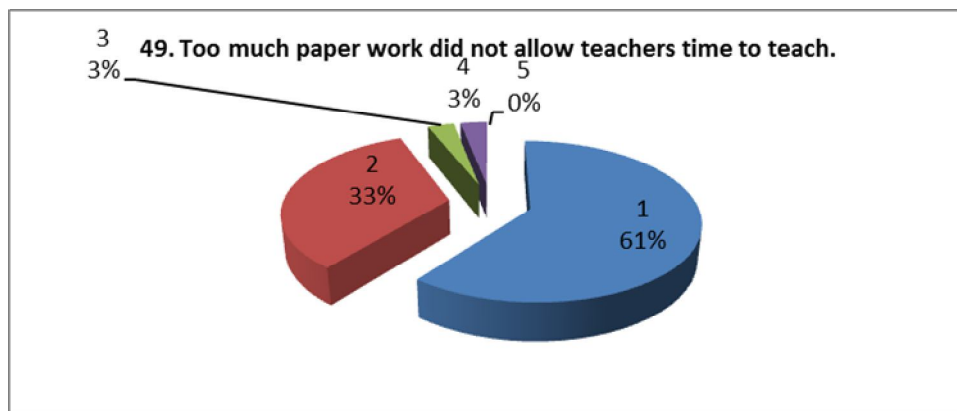


Figure 49: Too much paper work did not allow teachers time to teach.

Interpretation: From the respondents responses observable in figures 49, 19 and 9 the indication is that there are combined strongly agree and agree to the statement summing up to 99%, 96% and 100% meaning that there was too much paper work which did not allow teachers to have time to do their teaching, which is detrimental to progressive report because if teaching is not adequately done, learners will not be able to perform appreciably.

Questionnaire item 50: This item requested the respondents to respond to the statement: School inspectors were not adequately orientated in C2005. The responses have been represented in figure 50.

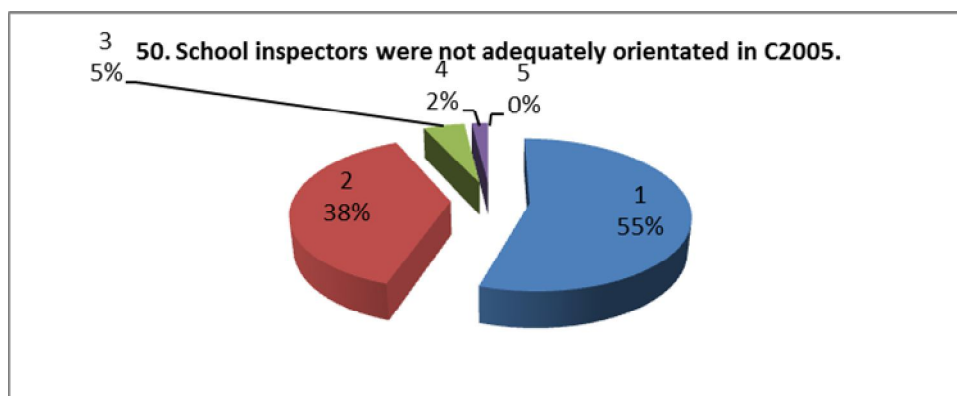


Figure 50: School inspectors were not adequately orientated in C2005.

Interpretation: Observation from figures 50, 30 and 10 reveal that a combined total of strongly agree and agree sum up to 93%, 86% and 100% respectively, which indicates that school inspectors who are the prime drivers of innovation in schools were not properly orientated in C2005. This means that they could not guide teachers to improve on their content knowledge and teaching skills to be able to deliver and implement the subject matter professionally.

Questionnaire item 51: This item requested the respondents to respond to the statement: C2005 did not accommodate rural schools. The responses have been represented in figure 51.

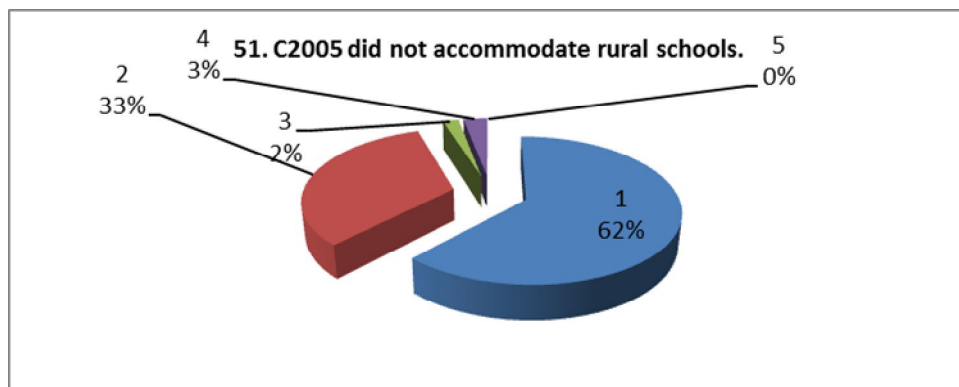


Figure 51: C2005 did not accommodate rural schools.

Interpretation: Evidence from figures 51, 31 and 11 shows that strongly agree and agree responses total 95%, 98% and 100%. This is consensus agreement that C2005 did not accommodate rural schools and this makes rural school learners to be at a greater disadvantage as compared to their counterpart in urban or semi-urban schools.

Questionnaire item 52: This item requested the respondents to respond to the statement: Libraries were not found in schools to facilitate learning. The responses have been represented in figure 52.

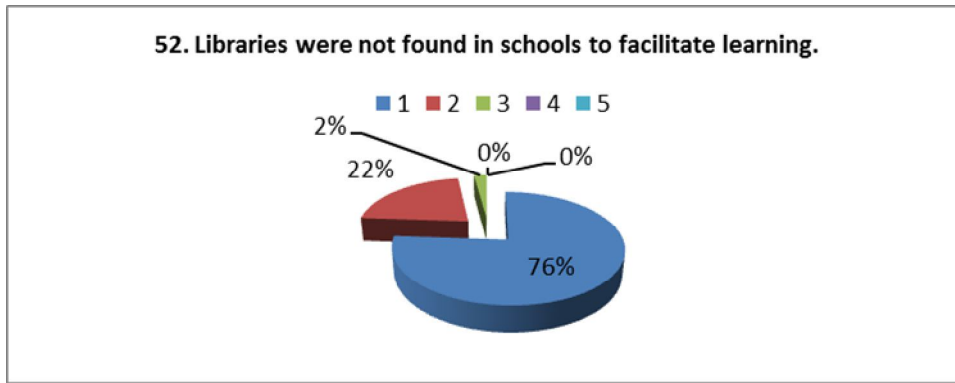


Figure 52: Libraries were not found in schools to facilitate learning.

Interpretation: Observation from figures 52, 32 and 2 shows that a combined strongly agree and agree to the statement sum up to 90%, 90% and 100% respectively signify that libraries were not available in schools to facilitate learning. This is an indication and a contributing factor to learners' poor performance in the national matriculation examination because they are not exposed to intensive reading materials due to absence of libraries in schools.

Questionnaire item 53: This item requested the respondents to respond to the statement: Many teachers were confused by lesson delivery approaches. The responses have been represented in figure 53.

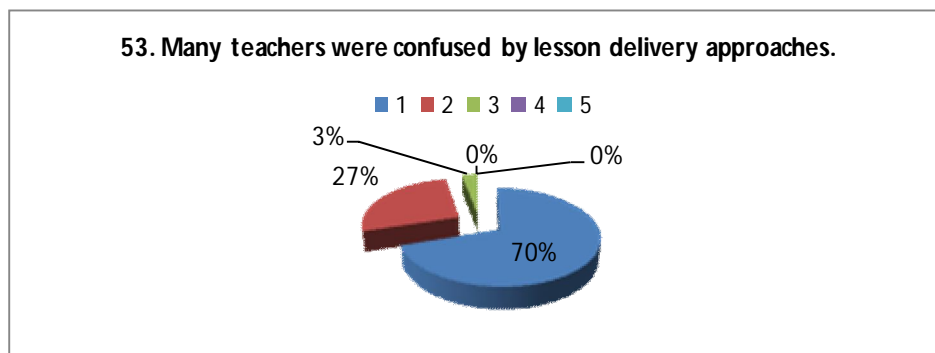


Figure 53: Many teachers were confused by lesson delivery approaches.

Interpretation: From figures 53, 33 and 13 the evidence is that 97%, 88% and 100% form a combined total for strongly agree and agree to the statement. The indication is that teachers were swayed away from their familiar teaching approaches, strategies and methods in the delivery of the subject matter of their

lessons. This is detrimental to effective and efficient teaching and places learners at a huge disadvantage.

Questionnaire item 54: This item requested the respondents to respond to the statement: A good number of teachers resigned during C2005 implementation. The responses have been represented in figure 54.

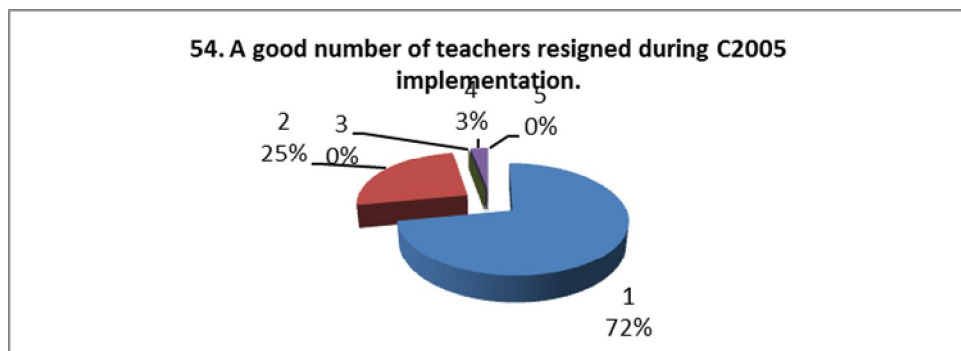


Figure 54: A good number of teachers resigned during C2005 implementation.

Interpretation: From figures 54, 34 and 14 there is evidence that combined totals from strongly agree and agree in each figure are 100%, 94% and 97% respectively, which confirms the fact that a good number of teachers resigned after the introduction of C2005, probably because they could not cope with the demands of the new curriculum as teachers.

Questionnaire item 55: This item requested the respondents to respond to the statement: C2005 helped learners to do project work regularly. The responses have been represented in figure 55.

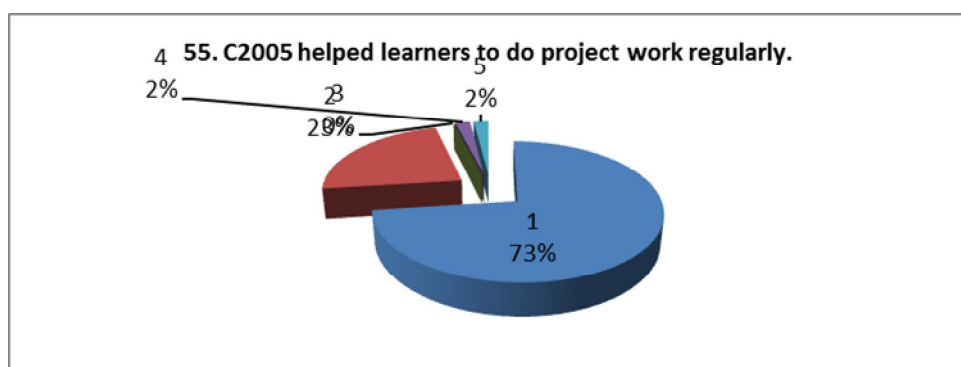


Figure 55: C2005 helped learners to do project work regularly.

Interpretation: From figures 55, 35 and 5 it is clear that the combined responses of strongly agree and agree being 96%, 98% and 100% reveal that C2005 introduced learners to project work which is encouraging because project work is the foundation to research studies in tertiary institutions. However, the fact that adequate preparations were not made during the introduction of C2005 could obliterate the good intentions of project work.

Questionnaire item 56: This item requested the respondents to respond to the statement: Teachers were confused by the introduction of C2005. The responses have been represented in figure 56.

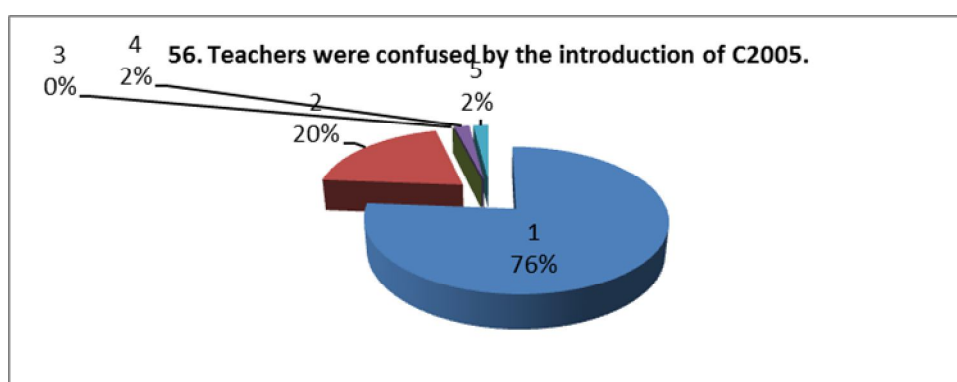


Figure 56: Teachers were confused by the introduction of C2005.

Interpretation: The evidence from figures 56, 36 and 6 shows that strongly agree and agree to the statement were 97%, 92% and 100% respectively. This is complete confirmation that teachers were confused probable in terms of the interpretation of the curriculum, methods of delivery and unavailability of workshops for practical subjects, laboratories for experiments and libraries to facilitate further reading and learning.

Questionnaire item 57: This item requested the respondents to respond to the statement: Teachers were not involved in the introduction of C2005. The responses have been represented in figure 57.

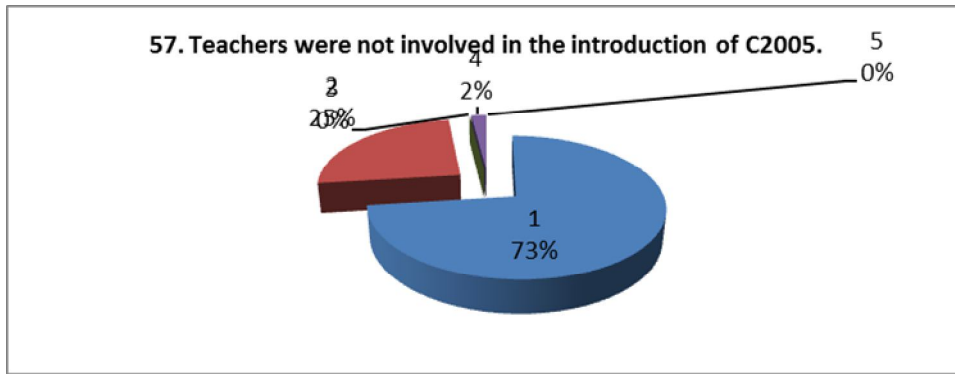


Figure 57: Teachers were not involved in the introduction of C2005.

Interpretation: From figures 57, 37 and 17 the consensus is that a combined responses of strongly agree and agree totalled 98%, 96% and 100%, which is a fact that teachers were not involved in the design of C2005. Probably, this might be a contributing factor in terms of their inability to implement it properly in schools.

Questionnaire item 58: This item requested the respondents to respond to the statement: C2005 was introduced hurriedly. The responses have been represented in figure 58.

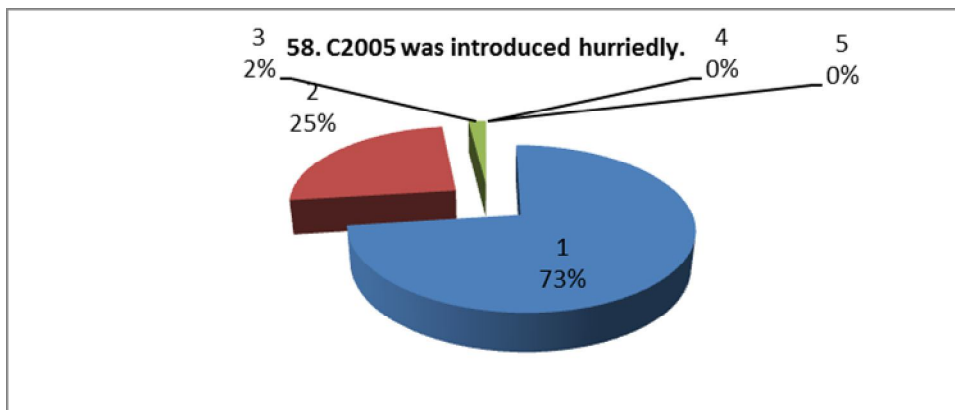


Figure 58: C2005 was introduced hurriedly.

Interpretation: Evidence from literature source (Chapter 2) has indicated that all stakeholders in the provision of education in a nation should be consulted if there is need to reform and innovate the curriculum. The evidence in this study pertaining to this item reveals that a combined responses of strongly agree and agree sum up to 98%, 98% and 100% respectively reveal that stakeholders were not consulted before

the introduction and implementation of C2005. This might have contributed to its untimely demise in 2012.

Questionnaire item 59: This item requested the respondents to respond to the statement: C2005 was not given time to mature before it was faced out. The responses have been represented in figure 59.

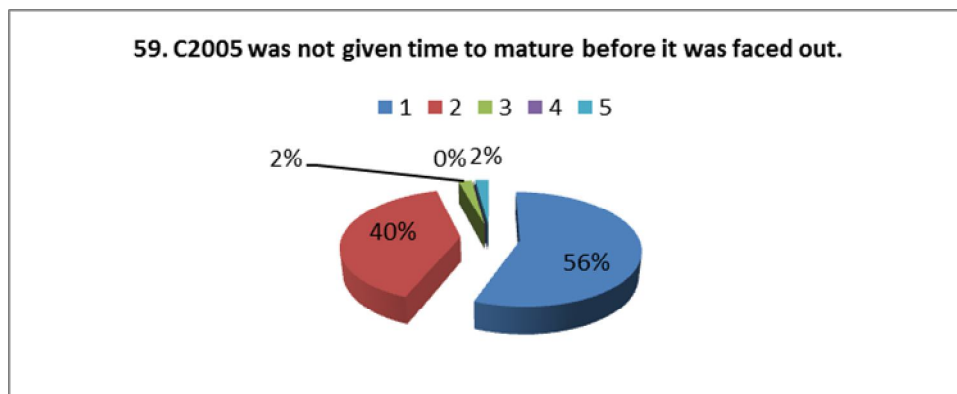


Figure 59: C2005 was not given time to mature before it was faced out.

Interpretation: Evidence from figures 59, 39 and 19 testifies to the fact that C2005 was not given time to run its cycle and mature before it was faced out. This is a warning that if the introduction of a new curriculum does take into account curriculum cycle, the possibility is that it would not succeed to reform and innovate the education system. This has been the fate of C2005 and even the newly introduced CAPs.

Questionnaire item 60: This item requested the respondents to respond to the statement: C2005 brought a lot of stress to teachers. The responses have been represented in figure 60.

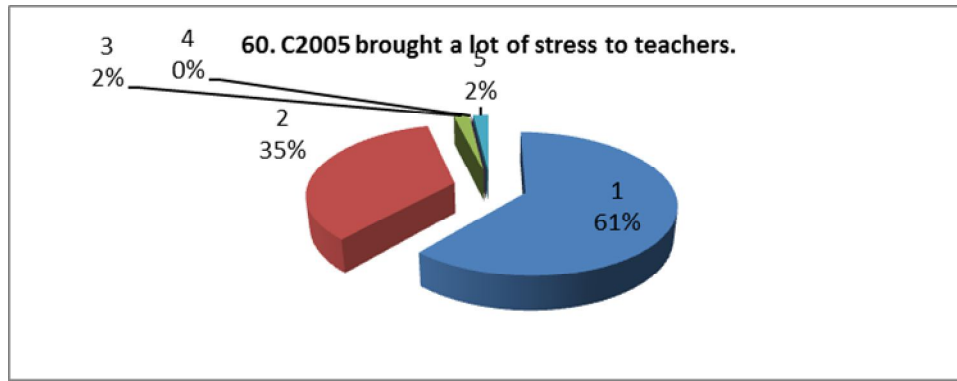


Figure 60: C2005 brought a lot of stress to teachers.

Interpretation: Evidence from figures 60, 40 and 60 reveals that a combined total of strongly agree and agree sum up to 97%, 98% and 100% respectively indicating that teachers were stressed up after the introduction of C2005 which might be one reason for some teachers resigning from their posts (Figures 14, 34 and 54).

4.3. CONCLUSION

This study investigated problems of implementation of C2005 in South African Education system. This chapter discussed the collected data treatment, analysis and interpretation to give meaning to the data collected. The researcher used questionnaires from the directors, subject advisors and teachers. The primary data have been presented in tables and graphs. This presentation of data by graphs for analysis answers the subsidiary research questions upon which the main data collection statements were derived.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

This study investigated problems of implementation of C2005 in the South African Education System, which eventually led to its demise in 2010 replaced, by the CAPS. Its aim was to identify the common factors, programmes and actions that could be used to help implement curriculum successfully. The findings have been listed. Based on these findings the researcher has made recommendations to guide successful curriculum policy implementation.

5.2. LIST OF FINDINGS

The major findings from both literature sources and the collected primary data the study revealed the following which require the attention of the researcher to list and to be able to make appropriate recommendations to help in the successful implementation of curriculum policy. The study revealed that:

1. C2005 was hurriedly implemented without general adequate preparation.
2. Adequate infrastructural preparation was not made.
3. The implementation of C2005 did not follow the conventional curriculum cycle.
4. The DoE did not equip schools with laboratories, workshops for practical subjects and libraries.
5. Assessment methods were cumbersome leaving little room for teachers to do their teaching effectively and efficiently.
6. Too much paper work did not allow teachers time to do their teaching.
7. School inspectors were not properly orientated to help teachers in the implementation of C2005.
8. Teachers were not familiar with the methods of delivery of lesson contents and the teaching approaches were demanding.

9. A good number of teachers resigned after the introduction of C2005.
10. C2005 introduced project work in school which is ideal foundation for research work in institutions of higher learning.
11. C2005 was not given time to run its cycle before its untimely withdrawal.
12. C2005 brought a lot of stress to teachers due to its numerous activities which teachers were to be involved.

From what have been listed above, the researcher felt it important to make the following recommendation to be able to make sure that future curriculum changes are made with respect to the recommendations provided below for its successful implementation.

5.3. RECOMMENDATIONS

Based on the findings from the consulted literature sources and collected primary data the researcher recommends the following to help in the successful implementation of CAPs. The recommendations are that:

1. The implementation of a new curriculum should be done carefully and systematically instead of being done hurriedly like the C2005 was implemented without general adequate preparation.
2. For the successful implementation of a new curriculum adequate infrastructural preparation should be made so that all the requirements for its successful introduction and implementation should be available. In this way teachers will be able to avail themselves professionally and use the infrastructure appropriately to do their work professionally.
3. It must be indicated that the need to follow a cycle of a policy is required to make the implementation of that policy successful. The implementation of C2005 did not follow the conventional curriculum cycle which actually contributed towards its phasing out For the C2005 it should have take 13

years from grade R to grade 12 to be successfully run and implemented. This was not done.

4. Equipping schools with the required resources, both physical and human were required to succeed in its successful implementation. In the case of C2005 the DoE did not equip schools with laboratories, workshops for practical subjects and libraries. This must be avoided, but the same error is committed in the introduction of CAPs.
5. In terms of assessing learners, all types of assessments should be simple and easily understood and used appropriately by teachers. However, the assessment methods use in C2005 was cumbersome leaving little or no room for teachers to do their teaching effectively and efficiently
6. . There should be less paper work to allow teachers more time to do their teaching effectively and efficiently. Too much paper work which did not allow teachers time to do their teaching should be avoided in the introduction of CAPs.
7. It is important to indicate that school inspectors are the custodians of successful implementation of new curriculum and for that matter they should be proper orientated so that they are able to guide teachers successfully should they encounter problems. However, in the case of C2005 school inspectors were not properly orientated to help teachers in the implementation of C2005.
8. As indicated in the findings, there was no adequate preparations of teachers before the introduction of C2005 and for this reason teachers were not familiar with methods of delivery of the lesson contents and teaching approaches were demanding. This should be avoided and teachers be provided with adequate training in the new curriculum.
9. To enable teachers to be at rest and confident to be able to make contribution towards the successful implementation of a new curriculum they should be made part of the whole process from the beginning to the end; but C2005 brought a lot of stress to teachers they were not involved

10. The aspect of project work which learners were involved is commendable because it exposes them to the application of research work and knowledge which they would need when they get admission into tertiary institutions. Therefore the introduction of project work in the C2005 was ideal foundation for research work in institutions of higher learning.
11. Generally, when people are not able to find their way in a new environment, they decide to get out of it. This should not be made to affect teachers in terms of the introduction of new curriculum policy. A good number of teachers resigned after the introduction of C2005.
12. There must be systematic preparation of the teachers who are the implementers of the curriculum so that they know exactly what is expected of them to be able to do their part of the implementation to make it successful. Adequate preparation of teachers who are the implementers is a necessity and should never be overlooked or assumed.

5.4. CONCLUSION

This study investigated problems of implementation of C2005 in the South African Education System. The researcher adopted both the quantitative (see tables and graphs in chapter 4) and the qualitative (see interpretations summaries in chapter 4) approaches and employed the questionnaire for the collection of the required data. Findings from the collected primary data revealed major factors which impeded the successful implementation of C2005 which have been listed in 5.2 and the researcher has made recommendations to this effect.

BIBLIOGRAPHY

Anderson, G. 1990. *Fundamentals of Educational Research*. London: Falmer Press.

Ary, D., Jacobs, L.C. & Razavieh, A. 1972. *Introduction to Research in Education*.

New York: Holt, Rinehart & Winston.

Babbie, E. 2000. *The Practice of Social Research* Boaduo, N.A.P. (2011).

Conceptual Educational Theories for successful classroom practice. LAP Academic Publishing, Germany.

Babbie, C.M. 1986. *The Practice of Social Research*. Belmont: Wadsworth. 4th

Edition.

Babbie, C.M. 1998. *The Practice of Social Research*. London: Tomson International.

8th Edition.

Beauchamp ,G.A. 1980. Curriculum Theory. Illinois : Peacock Concise Oxford

Dictionary.

Boaduo, N.A.P. (2010). *Treacherous five-year journey of Outcomes-Based Education*

(*Curriculum 2005*): *What is its destination safety?* Published on line in February 2010 at Website *docstoc*.

Boaduo, N.A.P. (2011). *Research Methodology course booklet for students*. Mthatha.

Dr. Boaduo Educational consultant.

Boaduo, N.A.P. (2011). *Practical Educational Research Principles for Practising*

Teachers. Lambert Academic Publishing. Saarbrücken, Deutschland.

Boaduo, N.A.P. 2010. Research methods application for studying virtual

communities. In B.K. Daniel (Eds.). *A Handbook of Research on Methods and*

Techniques for Studying Virtual Communities: Paradigms and Phenomena.

IGI Publishers. Ontario: Saskatchewan, Canada.

- Boaduo, N.A.P. 2006. Methodological choice and application in a research study: A framework for practitioners. In Lonaka: *Bulletin of the Centre for Academic Development*, University of Botswana 6 (2): 35-50.
- Boaduo, N.A.P. 2005. Methodological choice and application in a research study: A framework for practitioners. In the African Symposium: *An Online Journal of African Educational Network*, 5 (3): 19-33.
- Bryman, A. & Burgess, R.G. 1994. Reflections on qualitative data analysis. In Bryman, A. & Burgess R.G. (Eds.). *Analyzing Qualitative Data*. London: Routledge.
- Carr, W. 1990. Educational theory and its relation to educational practice. In *Handbook of Educational ideas and practices*. Edited by N. Entwistle. London: Routledge.
- Carspecken, P.F. 1996. Critical ethnography in educational research. *A theoretical and practical guide*. London: Routledge.
- Casanova, P.G. 1981. *The fallacy of social science research. A critical examination and New qualitative model*. New York: Pergamon Press.
- Cohen, L. & Manion, L. 1989. *Research Methods in Education*. London: Routledge.
- Corey, K.E. 1985. Qualitative Planning Methodology: *An application to two cases in development planning*. In *Focus on quality: Selected proceedings conference on Qualitative Research Methodology in the social Sciences*. Report No. 21. Edited by B.F. Nel et al. Durban: University of Durban-Westville.

- Davies, R.A. 1979. *The school library media programme, instructional force for Excellence*. Newyork. Bowker.
- Dey, T. 1993. *Qualitative data analysis: A user-friendly guide for social scientists*. London: Routledge.
- E.C., D.O.E 2004 Exploring the R.N.C.S in the intermediate phase(GRADE 4-6)
- D.O.E. 2011 The teacher implementing CAPS (grade R-12) 2012 -2014
- D.O.E, 1997. OBE Policy document grade 3
- D.O.E., 2004-2010 Annual financial report on textbooks. Bisho Eastern Cape.
- D.O.E., Dr N.C. Manganyi, 2005. *Implementing O.B.E Book 1 classroom practice*.
- Forcese, D.P. & Richer, S. 1970. *Stages of social Research: Contemporary Perspectives*. Engelwood cliffs: Prentice Hall, Inc.
- Gudykunst, W.B. & Kim, Y.Y. 1984. *Methods of inter-cultural communication Research*. Beverly Hills: Sage.
- Keeves, J.P. 1988. *Educational research methodology and measurement*. Oxford: Pergamon.
- Labovitz, S. & Hagedorn, R. 1971. *Introduction to social research*. New York: McGraw-Hill.
- Maree, J.G., Fraser W.J eds. 2008. *Outcome based assessment*. Sandown. Heineman.
- McMillan, J.M. & Schumacher, S. 1993. *Research in Education: A Conceptual Introduction*. 3rd Edition. New York: Harper Collins College Publishers.
- McNiff, J., Lomax, P. & Whitehead, J. 1996. *You and Your Action Research Project*. London: Routledge.
- Mercury and D.O.E, 2008-09-12. Systematic evaluation results GR 4-9

- Mills, J., Mathew, B. & Huberman, A.M. 1984. *Qualitative Data Analysis: A Source Book of new Methods*. Beverly Hills: Sage Publications.
- Mouton, J. & Marais, A.C. 1990. *Basic concepts in Methodology of Social Sciences*. Johannesburg: HSRC.
- Mouton, J. 1996. *Understanding Social Research*. Pretoria: JL Van Schaik Academic Methodology.
- Mouton, J. 2001. *How to succeed in your master's and doctoral studies : a South African guide and resource book*. Pretoria: Van Schaik.
- Nachmias, D. & Nachmias, C. 1981. *Research Methods in the Social Sciences*. New York: St. Martin's Press.
- Nel, B.F., Singh, R. & Venter, W.M. 1985. Selected Proceedings of a Conference on Qualitative Research Methodology in the Social Sciences. *Institute for Social and Economic Research*. University of Durban-Westville. Report Number 2. December 1985.
- Molepo, J.M. 2011 Foundations of Educational Research WSU, Umtata. Participatory Research, 1982. *Participatory Research: An Introduction*. New Delhi: Society of Participatory Research in Asia.
- Phyllis, 1993. May O.B.E. Assessment-what`s wrong with O.B.E?
- Riches, C. 1989. *Personnel administration in education*. Philadelphia: Open University press.
- Sayer, A. 1992. *Methods in Social Science: A Realistic Approach*. London: Routledge.
- Schofield, H. 1972. *Philosophy of education*. Ruskin house Museum Street London
- Schofield, V.W. 1990. *Increasing the Generalizability of Qualitative Research*.

- Eisner, E.W. & Peshkin, A. (Eds.). *Qualitative Inquiry in Education: The Continuing Debate*. New York: Teachers College Press.
- Scott, D. 1996. Making Judgements about Educational Research. In Scott, D. & Usher, R. (Eds.). *Understanding Educational Research*. London: Routledge.
- Scott, D. & Usher, R. 1996. *Understanding Educational Research*. London: Routledge.
- Shabangu, S. 2011 Curriculum design and development (6210) WSU Manual :Magugula Nongoma.
- Singh, P. 2012 Curriculum Development study guide for tomorrow. NMMU-PHE 403
- Smit, G.J. 1995. *Research: Guidelines for Planning and Documentation*. Pretoria: Southern.
- Stake, R.E. 1994. Case Studies. In Denzin, N.K. & Lincoln, Y.S. (Eds.). *Handbook of Qualitative Research*. Pretoria: Southern.
- Strydom, H. 2002. *Ethical aspects of research in the social sciences and Human service professions (62-75)* . In De Vos, A.S. (Ed.), *Research at grass roots : for the social sciences and human services professional , 2nd ed.* Pretoria: Van Schaik.
- Tripp, D.H. 1990. Socially Critical Action Research: Theory into Practice. In Summer 23 (3): 90-99.
- Tuckman, B.W. 1988. *Conducting Educational Research*. 3rd Edition. New York: Harcourt Brace Jovanovich.
- Tuckman, K. 1988. *Social research*. 2nd Ed. London: Macmillan.
- Van Schaik, 2011 First steps in research. Interpak books: Pietermaritzburg

- Vithal R. & Jansen, J. 2010 designing your first research proposal. Amazon
M AND G Media and D.O.E, 2010 November. The teacher
- Vockell, E.L. 1983. *Educational Research*. New York: MacMillan.
- Walker, M. 1990. Action Research in South African Schools: *Guiding Gutter of
Transforming Teaching. In Perspectives in Education*, 11 (2): 57-64.
- White, C.J. 2005. *Research: A practical guide*. Pretoria: Ithuthuko Investments
Publishers.
- White, C.J. 2003. *Research: An introduction for Educators*. Pretoria: Ithuthuko
Investments (Publishing).
- Yin, R.K. 1994. *Case Study Research: Design and Methods. 2nd Ed*. Newbury Park:
Page.

Nthabiseng Joyce Mokhantso

770 Maluti Township Matatiele 4730

Email address khotso 93@webmail.co.za Phone Number 0728643701

The Head of Department

The department of education

East London

Sir/Madam

I am a black female of 44 years teaching in the rural areas of Maluti district. Presently I am doing my Master's degree at WSU in Mthatha. I humbly request the permission to do research in four selected districts and four selected schools in fulfillment for the degree in MED (Mt. Fletcher, Mt. Ayliff, Mt., Frere and Maluti) on this topic "Investigation into problems of implementation of c2005 in the South African education system."

Kindly email it to my email address.

Thank you

Yours in service

N.J.MOKHANTSO.



.....

KHASHULE J.S.S
BOX 133
MATATIELE
4730

THE DISTRICT DIRECTOR

MATATI DISTRICT

MATATI

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR DISTRICT. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiso

CELL NUMBER 0728643701

KHASHULE J.S.S
BOX 133
MATATIELE
4730
12 APRIL 2012

THE DISTRICT DIRECTOR

MDUST FEERE & Mr AYUKE D.O.E.
Mr FEERE.

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR DISTRICT. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiseng Mokhantso

CELL NUMBER 0728643701

KHASHULE J.S.S
BOX 133
MATATIELE
4730
12 APRIL 2012

THE DISTRICT DIRECTOR

MT FLETCHER DIST

MT FLETCHER

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR DISTRICT. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiso

CONTACT NUMEBR 0728643701

KHASHULE J.S.S
BOX 133
MATATIELE
4730
12 APRIL 2012

THE PRINCIPAL

ESWAARD ZIBI S.S.S
POT FLETCHER
MATATIELE 4730

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR SCHOOL. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiseng Joyce Mokhantso

CELL NUMBER 0728643701

KHASHULE J.S.S
BOX 133
MATATIELE
4730
12 APRIL 2012

THE PRINCIPAL

MAVUZELA J.S.S
POSTNET CODE 246
MATATIELE 4730
EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR SCHOOL. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiso

CELL NUMBER 0728643701

ATTORNEY MASIBA

KHASHULE J.S.S
BOX 133
MATATIELE
4730
12 APRIL 2012

THE PRINCIPAL

SAPHOKANZUKU

MT FREER

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR SCHOOL. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiso

CELL NUMBER 0728643701

KHASHULE J.S.S
BOX 133
MATATIELE
4730

THE PRINCIPAL

LOWER BROOKSNEK J.S.S
MT AYLIF.
E.C.

EASTERN CAPE

APPLICATION TO CONDUCT A RESEARCH

SIR/MADAM

I AM CONDUCTING A RESEARCH ON THE TOPIC "INVESTIGATION INTO PROBLEMS OF IMPLEMENTING C2005 IN THE S.A EDUCATION SYSTEM" IN FULFILMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE AT WALTER SISULU UNIVERSITY.

I REQUEST TO CONDUCT A RESEARCH AT YOUR SCHOOL. I PROMISE THAT I WILL ENSURE THAT THE INFORMATION IS CONFIDENTIAL AND IS USED FOR THE RESEARCH PURPOSE ONLY.

THANK YOU

YOURS FAITHFULLY

NTHABISENG JOYCE MOKHANTSO (RESEARCHER)

Nthabiseng Mokhantso

CELL NUMBER 0728643701



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7428 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdoe.gov.za

Enquiries: Dr Heckroodt

Email: bernetia@iafrica.com

30 November 2012

Ms N Mokhantso

P.O. Box 1370

Matatiele

4730

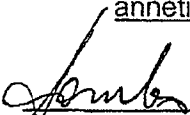
Dear Ms Mokhantso

PERMISSION TO UNDERTAKE A MASTERS THESIS: INVESTIGATION INTO PROBLEMS OF IMPLEMENTATION OF C2005 IN THE SOUTH AFRICAN EDUCATION SYSTEM IN FOUR SELECTED DISTRICTS AND SCHOOLS IN EAST LONDON

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in 4 Secondary Schools under the jurisdiction of the East London District and 4 Districts which are, Mount Frere, Mount Ayliff, Mount Fletcher and Matatiele of the Eastern Cape Department of Basic Education (ECDBE) is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Basic Education (ECDBE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;



- e. the research may not be conducted during official contact time, as educator's programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Director – Strategic Planning Policy Research and Secretariat Services;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
 - k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDBE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDBE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 275 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.



DR S LOMBO
ACTING CHAIRPERSON

EASTERN CAPE DEPARTMENT OF BASIC EDUCATION RESEARCH COMMITTEE





Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

DISTRICT OFFICE - MALUTI DISTRICT
206 MAGISTRATE STREET • MALUTI COLLEGE • MATATIELE • Private Bag x9003 • MATATIELE • 4730 REPUBLIC
OF SOUTH AFRICA • +27 (39) 2560 111 Fax: +27 (39) 2560 866

OFFICE OF THE DISTRICT DIRECTOR

TO : Ms MOKHANTSO NJ

FROM : DISTRICT DIRECTOR – MALUTI DISTRICT OFFICE

SUBJECT : PERMISSION TO CONDUCT A RESEARCH

DATE : 12 FEBRUARY 2012

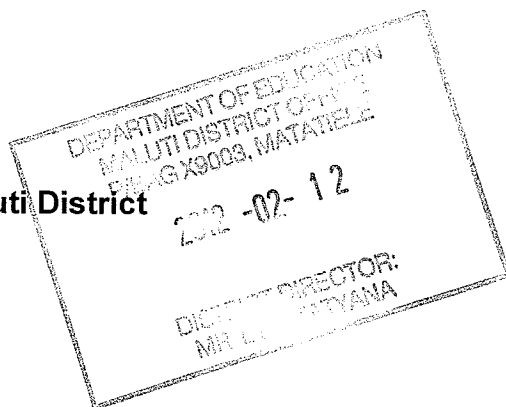
The above subject refers

This serves to grant permission to Ms. NJ Mokhantso from Walter Sisulu University to conduct a research in the schools around Maluti District for the purpose of completing her studies.

Any assistance given to her by your school will be highly appreciated.

Thank you.

Mr. Mtatyana LE
District Director- Maluti District





Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Mt Frere District Office * Private Bag x 9001 * Mt Frere * 5090 * REPUBLIC OF SOUTH AFRICA *

Tel: +27 (0)39 2551714/5/6/7* Fax: +27 (0)39 255 1713 *

Enquiries:

TO : N. J. MOKHATSO

FROM : DISTRICT DIRECTOR
MOUNT FRERE

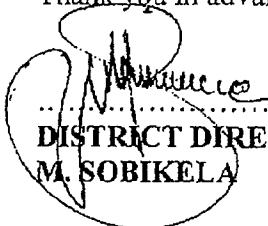
SUBJECT : PERMISSION TO CONDUCT RESEARCH AT SAPHUKANDUKU
S.S.S IN MT FRERE DISTRICT

DATE : 01/11/2012

In reference to your application to do research in Mount frere District office, in Mount Ayliff District office at Saphukanduku SSS permission is hereby granted.

I wish you serve in our studies

Thank you in advance


.....
DISTRICT DIRECTOR
M. SOBIKELA

DISTRICT DIRECTOR'S OFFICE
P/BAE1 X 1133
MT. FLETCHER 4770
Date: 2012.05.08

ATTENTION: MS N.J MOKHANTSO

Dear Sir/Madam

ACCEPTANCE LETTER

This serves to inform you that your request to conduct a research on the topic "Investigation into problem of implementation of C2005 in the South African education system" has been accepted in our district.

Kindly furnish our school with the suggested research dates and necessary documents.

Thank you

Yours faithfully

District Director:


DEPARTMENT OF EDUCATION
EASTERN CAPE
MT FLETCHER
SIGNATURE:

Contact number:

0832750679

<

Khashule J.S.S.

Box 133

Matatiele

4730

Date: 15/5/12

ATTENTION: MS N.J MOKHANTSO

Dear Sir/Madam

ACCEPTANCE LETTER

This serves to inform you that your request to conduct a research on the topic "Investigation into problem of implementation of C2005 in the South African education system" has been accepted in our district.

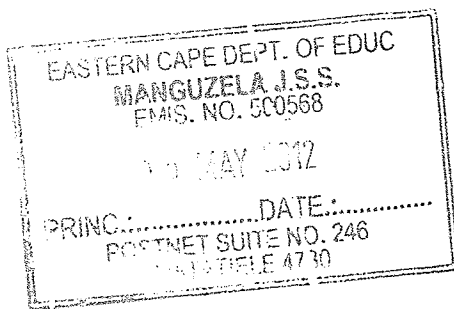
Kindly furnish our school with the suggested research dates

Thank you

Yours faithfully

Principal: *G.M. Mbangeni*

Contact number: *072 4190765*



SAPUKANDUKU J.S.S



Mnceba A/A
P/Bag *522
Tabankulu
5130

0782958227

FIRST THINGS FIRST

ATTENTION: Ms. N.J. Mokheantso

ACCEPTANCE LETTER

This serves to inform you that your request to conduct an investigation into problems of implementation of curriculum 2005 in South Africa at this school has been accepted.

We will look forward in seeing you doing it.

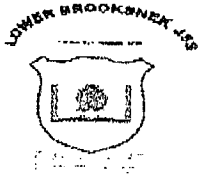
Yours faithfully
M.W. Mankwa (Principal)

DEPARTMENT OF EDUCATION
SAPUKANDUKU J. S. S.
PRIVATE BAG X522
TABANKULU 5130

DATE:

EMIS NO: 501081

SIGNATURE: 



DEPARTMENT OF EDUCATION
Lower Brooks Nek J. S. S.
P. O. Box 219, Kokstad 4700
Email: lowerbrooksnek@telkomsa.net

Enquiry: Ms. N. P. Ntongana Tel/Fax: 039254 8002

Cell: 072 185 9657

Date: 12/3/12

Miss M. Mokhanso

This serves to confirm that you are allowed to come to the above mentioned school to carry out your research.

Yours faithfully

Mr. L. Manciya (Deputy Principal)

Date: 12/3/12

EDWARD ZIBI S.S.S.
PO-Box 763
MAMALELE
Date: 12/04/18

ATTENTION: MS N.J MOKHANTSO

Dear Sir/Madam

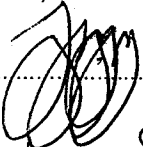
ACCEPTANCE LETTER

This serves to inform you that your request to conduct a research on the topic "Investigation into problem of implementation of C2005 in the South African education system" has been accepted in our school.

Kindly furnish our school with the suggested research dates and necessary documents.

Thank you

Yours faithfully

Principal : 

Contact number: 071 5026616

EDWARD ZIBI S. S. S.

PRINC SMT EDUC