

**AN ANALYSIS OF TEACHERS' EXPERIENCES IN CURRICULUM AND  
ASSESSMENT POLICY STATEMENT IMPLEMENTATION IN  
INTERMEDIATE AND SENIOR PHASE PRIMARY SCHOOLS:  
VHEMBE DISTRICT**

by

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## DECLARATION

I, *Thanyani Phaiphai*, declare that **“An Analysis of Teachers’ Experiences in Curriculum and Assessment Policy Statement Implementation in Intermediate and Senior Phase Primary Schools: Vhembe District”** is my thesis, and all the resources used, are shown by means of quotation marks. The bibliography was shown to indicate the sources quoted.

A handwritten signature in blue ink, appearing to read 'Thanyani Phaiphai', written over a light blue rectangular background. The signature is cursive and stylized.

.....  
Signature

(Mr. Thanyani Phaiphai)

08/05/2020

Date

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## **ABSTRACT**

This thesis explored teachers' experiences in curriculum implementation in primary schools in the Vhembe district. Curriculum implementation prompts thinking and learning of new things in the teachers' day-to-day workplace. Primary school teachers are pillars of strength in contributing to the children's future success. The thesis presents a contribution to the knowledge of curriculum implementation at the school level through a case study and a qualitative research approach as it aimed to comprehend and describe teachers' practices and experiences on the implementation of the curriculum, which is a social phenomenon that includes ideas, thoughts, and actions. The thesis takes an appropriate starting point in arguing that curriculum implementation prompts thinking and learning of new things in the teachers' day-to-day workplace. The context of the argument is primary school teachers' lived experiences in South Africa in the face of curriculum change. The researcher critically argues that South Africa is amongst many countries that experienced curriculum challenges and resorted to change and one of the changes was in the form of the Curriculum and Assessment Policy Statement (CAPS) which signalled a shift in teaching approaches. In this new way of teaching, teachers seem lost and therefore apply traditional teaching methods. Teachers are expected to apply curriculum changes and develop new skills through qualification improvement, but it is questionable whether the challenges that the teachers themselves recognise as important are taken into cognisance.

The researcher elaborated eight recommendations in relation to the Curriculum and Assessment Policy Statement. Some of the recommendations are summarily as that education curriculum advisors from the Limpopo Department of Education be appointed to visit all schools to aid and assess the implementation. It is also recommended that the Department of Basic Education must retrain all primary school teachers for a week during school vacation. These recommendations are of paramount importance and the Limpopo Department of Education should consider them as a priority. As the government can intervene by funding the implementation of the CAPS in the training and reskilling of teachers.

**Key terms:** assessment, constructivism, curriculum, curriculum change, district, dynamics of curriculum change, education system, interpretive paradigm, population, post-apartheid era, purposive sampling, research paradigm, revolution, quintile

## LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
ANC	African National Congress
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
ECF	Education Collaboration Framework
ELRC	Education Labour Relations Council
GNU	Government of National Unity
HOD	Head of Department
HSRC	Human Sciences Research Council
LTSM	Learning and Teaching Support Materials
MEC	Member of the Executive Council
NAPTOSA	National Professional Teachers' Organisation of South Africa
NCS	National Curriculum Statement
NECT	National Education Collaboration Trust
NGO	Non-Governmental Organisations
PAC	Pan Africanist Congress
QP	Qualified Progression
RNCS	Revised National Curriculum Statement
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SASA	South African Schools Act
SBA	School-Based Assessment
SMT	School Management Team
TRC	Truth and Reconciliation Commission
UNISA	University of South Africa
USA	United States of America

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## DEDICATION

- This thesis is dedicated to my late grandmother, Mrs. Masindi Matamela Phaiphai who encouraged me in studying from an early age.
- This research is also dedicated to my wife Mutshutshudzi Suzan Phaiphai together with my beloved children, Tshudufhadzo, Tshedzatshashu and Apfaho.
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# CHAPTER 1

## ORIENTATION AND BACKGROUND OF THE STUDY

### 1.1 INTRODUCTION

Since the dawn of democracy in 1994, South Africa has been acquainted with a few educational alterations in syllabi such as the National Curriculum Statement (NCS) and the Curriculum Assessment Policy Statement (CAPS) (Jansen, 2008; Chisholm, 2005; Bantwini, 2010). Educational modifications were in response to address disparities and imbalances in the education setup, which were started by the National Party during the apartheid government. In the educational modifications, the NCS significantly altered the teaching approaches, from teacher-centred to learner-centred. In this context, the implementation of the CAPS was an important step in achieving goals of changes in education or modifications, particularly between public schools and model C schools. The CAPS was introduced to address the problems raised in the RNCS by the Task Team appointed by Minister Motsekga (Department of Basic Education [DBE], 2009). The distinguished problems were briefly purported as:

- Problems about the NCS implementation
- Piling up teachers with administrative duties
- Short or minimal training
- Application of various interpretations in the curriculum
- Underachievement of learners

The CAPS typically affects important changes in the approaches of evaluation and teaching, time that learners must spend in the classroom from Grades R-12 and new teaching approaches. However, many challenges are faced with the teachers in the CAPS execution. This curriculum alterations plagued teachers with many frustrations due to the lack of technical expertise to use in the teaching environment (Mdutshane, 2007).

The teachers' limited knowledge and experience in teaching principles and theory affects the implementation of curriculum change. Maphalala (2006) posits that curriculum changes, since the new democracy, have been disastrous. Moreover, while new changes emphasise a learner-centred approach, the teachers are ill-equipped to carry out the tasks. Magano (2006:2) argues that changes in curriculum policy may lead to greater changes from the teachers' experiences in the way they teach learners and the way learners learn in the classroom. There are shortages of curriculum advisors to assist or support in primary schools during the curriculum implementation and the shortage of teachers who are knowledgeable about scarce-skills subjects like mathematics, natural sciences and technology (DBE, 2012).

The researcher's experience has led him to believe that teachers do not understand curriculum modification in the form of the Revised National Curriculum Statement (RNCS). The advent of the Outcomes-Based Education (OBE) terminology, assessment methods and instructional methods left teachers devastated. Once the curriculum was altered, teachers simply obliterated the ancient system in their vocabulary and did not embark on successive tasks and the absence of progression. This has led to the notion that learners become liberate and have poor skills in mathematics and science in primary schools.

The teachers became disillusioned with the emergence of the new curriculum and wanted it to be phased out. They preferred to use the old traditional system received at training colleges such as Tshisimani College of Education, Tivumbeni College of Education, Venda College of Education and Makhado College of Education – which focussed on textbooks and examinations. This is immensely caused by the logistical concerns manifested with the implementation of the CAPS, such as short training done by the Department of Education (DoE), shortage of resources, overcrowding in classes and failing to get support to implement CAPS in the classroom. The effectiveness of the CAPS implementation has posed challenges and the difficulties experienced by the teachers has had a ripple effect on its implementation. The research analysed the following aspects:

- Teacher workshop and development
- Teacher training and participation
- Additional teacher duties
- Lack of resources in the classroom environment
- Lack of technological knowledge

Curriculum change, therefore, demands an alteration of the teacher's work rate (Van der Nest, 2012:5). However, other authors researched the experiences of teachers concerning the implementation of the CAPS in primary schools. According to worldwide views, such a task is crucial to appraise the educational pundits and curriculum advisors about the complex consequences and direct implementation of policy development and implementation in a changing society. Through this research, important lessons have been learnt – such as the belief that teachers are incorrectly implementing the curriculum policy. These mistakes are also clear in education changes around the world. This study addresses the dearth of evidence in scholarly altercations by responding to the study's main research question.

The curriculum alterations resulted in the idea to amend and address the issues faced by the education system in South Africa, distinguished categorically by racism, segregation and imbalances. However, the issue of failing to teach and implement new curriculum continues and it is debated that well-designed curriculum change with successful goals have not been impressive because the system focuses squarely on the desired educational modification, (Bantwini, 2009:169).

## **1.2 RATIONALE OF THE STUDY**

This study focuses on the analysis of teachers' experiences in implementing the CAPS in primary schools in Vhembe District. The researcher specifically focuses on teachers' experiences of curriculum implementation in the class (as experienced by teachers in the sampled schools).

According to Thaanyane (2010), the emerging new curriculum must receive approval in the schools, the needs of the teachers must be addressed because they are the implementors in this process of teaching.

Teachers play a critical role in the CAPS implementation, although without the necessary resources, thus the researcher was compelled to analyse the experiences of teachers in the sampled primary schools in the Vhembe District. It is hoped that the findings of the study will provide recommendations for the DoE to address the situation in the Vhembe District primary schools. It is against this background that the researcher finds it necessary to analyse the teachers' experiences of the CAPS implementation in primary schools in the Vhembe District. The study's theoretical framework is discussed in the following section.

### **1.3 THEORETICAL FRAMEWORK**

A theoretical framework is the interrelation of similar concepts such as a theory that shows research, identifying the things the researcher will measure, and what cordial relationships the researcher will look for. According to McMillan and Schumacher (2010:316), a theoretical framework is critical in deducing and theory analysing various studies. Nkosi (2014) postulates that it is a theoretical framework is taken as a paramount component of research because it paves the way for the researcher to institute appropriate research as it gives the theoretical understandings.

This study utilised curriculum theory as a framework upon which it is founded. A theoretical framework is important for two reasons. Firstly, the researcher has a conceptual notion although he does not have a broader perspective on the topic. The second reason is that the framework provides structures to what the researcher gives in an organisation, and what the researcher fails to adhere to, (McMillan & Schumacher, 2010:316).

According to Pinar (2004), curriculum theory is underpinned within the broader space of curriculum studies.

Scholars within this field try to examine the interdisciplinary relationships amongst curriculum implementation, individuals, and places, (Pinar, 2004). This area of curriculum studies received momentum throughout the 1970s to 1990s. Curriculum theory (coined by Tyler around the 1950s and 1960s) suggests a way of explaining the educational philosophy of certain methods to the establishment of curriculum. Although curriculum theory has received momentum throughout the 1970s, it has weaknesses. Firstly, curriculum theory is not always well-matched with the nature of human beings. Secondly, curriculum theory is sporadically utilised in a different way of common-sense, ways that have been accepted into general usage. The curriculum theory builds up a good foundation in this study and it is meant to alter the classroom environment as declared by many authors (Pinar, 2010:159).

The curriculum theory of knowledge states that knowledge is found not only by observable phenomena but also by descriptions of peoples' philosophy, beliefs, values, and reasons, meaning, and understanding of oneself, (Henning, 2002:56). The researcher has perceived different places and things to understand a phenomenon, while the activity has become an interactive process amongst the learners, informed by participating practitioners and inspectors, and/or allowed by others. In other words, the researcher looks at the primary teachers and how they are viewed in the curriculum implementation. This research investigates teachers' experiences and perceptions of their professional ethical roles as experienced daily in their working environment, from the standpoint of their unique contexts and backgrounds.

According to McDonald and Van Der Horst (2008:119), knowledge for change is not static, but it is done, constructed, and reconstructed in different social contexts. Teachers are the curriculum implementors and classroom managers thus they can implement the principles drawn from pacesetters that are given to them. Moreover, they need to creatively introduce tasks as this will improve the learners' performance.

Ornstein and Hunkins (2009:129) postulate that the teachers' knowledge through curriculum theory improves their teaching and learning experiences and learning. Makeleni (2013:30) adds that this is the concept of education which is key in the 21<sup>st</sup> century as it focuses on the way knowledge is acquired or learnt.

Furthermore, Mbingo (2006:25) proposes that the School Management Team (SMT) should focus on monitoring and starting the programmes to their honourable teachers and the DoE to stick to the principles of curriculum underpinned on social justice, a healthy environment, human rights, and inclusivity. Sang, Tondeur and Van Braak (2010:373) recommend that teachers in a basic education system receive a constructivist belief and be provided with workshops before the start of the new curriculum. This study examined the challenges experienced by teachers in the implementation of the CAPS in primary schools in the Vhembe District.

The framework has been well-received, suggesting that it is effective. However, the context within curriculum changes occurred in South Africa in the post-apartheid regime. Curriculum theory has aided the researcher to comprehend and analyse the experiences of teachers who are implementing the CAPS. Having outlined the framework that is important for understanding curriculum change, it is also of pivotal importance to identify the characteristics of change. Using Fullan's (2001) analysis of the characteristics of change, the following graph discusses the characteristics of change. These features detail the information about essentials, clarity, complication, and excellence.

- **Essentials**

According to Fullan (2007), teachers cannot distinguish an essential for and support curriculum change. This indicates that teachers are forced to be part and parcel of being curriculum planners and developers so that they can execute the curriculum fully for the benefit of the learners.

Fullan (2007:53) further states that no important teaching and learning takes place without adequate learning materials for the curriculum to be implemented effectively as per schedule. Nkosi indicated that Fullan (1992) argued that when teachers become implementors in the implementation process, it is important to find a suitable essential for that change and find it suitable.

Curriculum change can yield negative stagnation, criticism and disorder, therefore, before implementing or introducing new curriculum, planners or agents of action must make sure that those who will be participating in the implementation will think that change is pivotal, suitable and worthwhile for them to accept, (Fullan, 1992 cited in Mamosa, 2010). This means that teachers who are most often curriculum implementors must look at an essential for the change.

Naicker (1998) also argues that educational change can be successful in a society in general and in educational structures such as schools if society and teachers can see a need for it. Therefore, teachers should distinguish an essential for change in the curriculum. Fullan (1992), mentions that teachers must know the rationale for any change planned because they are planners and exercise mindless activity but something that requires comprehension and decision by teachers. This means curriculum change compels practical professional involvement. Therefore, the results of curriculum change can depend on the implementors' view and impressions about it, (Naicker, 1998:30). Firestone (1980) states that implementation is done smoothly if the new curriculum meets the intention of the teachers and if barriers to implementation are avoided at all cost.

The teachers' involvement and development of resources should influence the changing of the curriculum. The researcher understands that learning and teaching resources aim to provide learners with learning experiences. Learning materials are significant because they can improve the learners' performance by supporting learning and teaching.



The researcher further postulates that this process helps in the learning process by giving the learner time to explore the knowledge individually as well as repeating what is learnt. Educational resources are significant because they enhance the learners' knowledge, abilities, skills, guide their assimilation of information, provide for their overall development and focus on the upbringing of the learners.

- **Clarity**

According to Mamosa (2010:44), in the preparation of the curriculum change, the clarity of the implementation needs to be outlined and is critical for the well execution of curriculum implementation to take place. Fullan (1992) and McLaughlin (1997) highlight that "it is a challenge in curriculum implementation if teachers do not understand what they are expected to do". Fullan (1992) further states that the clarity of concentration helps teachers to set up a clear perspective of the learning they want learners to view in a performance demonstration.

This indicates that everyone concerned must have a clear perspective of what is needed eventually. This implies that teachers must ensure that learners know the criteria set for them against which they are to be evaluated and therefore what they are going to show (DoE, 2002:3). According to Nunalall (2012), the CAPS also provides teachers with clarity of what the teacher can teach in the class environment and how they can evaluate learners learning.

- **Complication**

According to Fullan (1992), complication refers to the difficulty gained, and degree of alterations required of the teachers responsible for curriculum implementation. Fullan (1992:78) further states that the actual amount of difficulty or complexity depends on the starting point for any group that identified to start curriculum change, but any change can be evaluated with regard to difficulty, complexity, skills required and teaching approaches, and use of learning materials. Furthermore, complication creates challenges for curriculum implementation; it may result in change if applied effectively and efficiently.

- **Excellence**

The nature of change concerns the quality of excellence and practicality of the change plan when it is a new curriculum, (Fullan, 1992). According to Hargreaves (1989:70), poor teaching is the result of the lack of knowledge to advance necessary competencies and qualities. The DoE must provide teachers with quality professional workshops in order for the teachers to be well armoured with relevant skills and sound knowledge of the subject offered.

The DoE (2002) stated that teachers who are considered key implementors to the transcending of education in South Africa need to be well qualified, competent in knowledge and achieve the role of teachers.

Hargreaves (1989) further states that good teachers must develop suitable professional skills to teach their subjects exceptionally. Lack of teaching and learning materials may also compromise the standard and quality of teaching and learning. Due to limited resources and poor learning materials teachers improvise their work (Hargreaves, 1989:80).

Bentley and Watts (1994:174-181) identify knowledge gaps in different ways, however, this research study is based on teacher content knowledge and teacher pedagogic knowledge.

The researcher's intention and investigation in explaining the curriculum theory is to give emphasise that curriculum knowledge and understanding are important in building teachers' experiences in the CAPS implementation. Therefore, understanding teachers, their ideas, and their intrinsic motivation are significant to meet the minimum requirements of the CAPS implementation. This framework is discussed in detail in Chapter 2.

## **1.4 PRELIMINARY LITERATURE REVIEW**

In South Africa, the newly established constitution has provided the basis for curriculum change and development.

The curriculum change is streamlined in the new constitution. This has led to the curriculum change which was followed by the introduction of C2005 in 1998 (Chisholm, 2005:80). The education system was changed after the adoption of the NCS. The changes affected the old system which was based on the teacher-centred philosophy. "The NCS stood against traditional education known as Bantu education, which was initially based on the resources that were available and required that learners demonstrate the required skills and content" (Lekgoathi, 2010:107).

However, the NCS promoted curricular and assessment based on constructivism and opposed traditional educational approaches. Curriculum 2005 was revised to the NCS, which became a policy in 2002. The main aim of the curriculum revision was to cleanse the Bantu education system of its racist and sexist elements. However, the Department of Education, in setting out its proposals, made little or no effort on how these changes can be delivered or implemented, (Gultig, 2001:180).

Implementation in the curriculum is resource-intensive and cost-effective. As such, adequate buildings in schools are needed and science resources may be necessary for its success. However, the key factor to be expedited is the curriculum change's success and the development of teachers' knowledge, skills, attitudes, and the alignment of teacher workshop methods. As a result, failure to consider the various issues that facilitate and impact learning and change, when developing a model, may lead to lack of implementation of the curriculum reforms by the educators.

The literature indicates that the existing research on teachers' emotions and attitudes towards change tend to give only a shallow understanding of the issues. This research investigated and identified teachers' mentality towards curriculum transcendence.

It also looked at how attitudes towards curriculum change affect the teaching and learning of science in deep rural schools. This will aid to comprehend teachers' views about change (Witz & Lee, 2009:415).

According to Mestry, Hendricks and Bischoff (2009), enhancing the quality of teachers is understood to have a positive bearing on the quality of learners' achievement, and the overall performance of the teachers through professional improvement programmes. Disproportion in the acquired resources between schools in deep rural areas and those in urban areas demand urgent attention. From the researcher's experience as a teacher, it is difficult to implement science in a school where there are limited science resources and particularly where there are no laboratories.

This situation differs to that of urban schools or model C schools that have well equipped or fancy laboratories. Consequently, many schools in deep rural areas perform below par in mathematics and science. Moreover, the literature shows that the assessment of numeracy and science performance by international comparisons indicates that South African learners are not performing up to the required standards, (Bloch, 2009:17). Therefore, there is an essential need to enhance scientific and mathematics results of underprivileged learners, (Chisholm *et al.*, 2003:150).

Hence, this study investigated the impact of curriculum change in the teaching and learning in primary schools with limited resources. The curriculum change can be implemented with little hustle in well-resourced schools possessing well-trained teachers. Furthermore, Stears (2009:399) points out that more South African teachers look to refuse change when it comes to teaching and still use the old methods. This may be a sign of the shortage of expertise in South African schools.

Based on the researcher's experience as a primary school teacher, the researcher has seen many schools fail to implement the curriculum changes because of the limited resources and a lack of the necessary skills from the teachers. Many schools do not have teachers who are knowledgeable in scarce-skill subjects in primary schools, where they can conduct teaching and learning.

As a result, the idea of curriculum change becomes very difficult if not unrealistic. If these continuing challenges or concerns are not taken into consideration, learners in rural areas will continue to underperform. The researcher's concerns regarding the limited teaching about detaching materials, minimal practical provided, and the lack of teachers motivated the researcher to undertake this research. Based on this background, this thesis provided an innovative analysis of the implementation of the CAPS. The researcher believes that the experiences of teachers are important in terms of establishing relevant policies that are aimed at enhancing the new curriculum. Furthermore, this research added to the existing body of knowledge by shedding light on existing discussions relating to the implementation of the CAPS as a new curriculum.

### **1.5 SIGNIFICANCE OF STUDY**

Teachers' experiences about the curriculum implementation, teaching, and learning have been identified as one of the key obstacles to curriculum changes. Carl (2002:2118) states that the curriculum planners should take note of involving the teachers, HoDs and school principals for their inputs. The ignorance to invite the ideas of the teachers, HoDs and principals cause miscarry of the whole curriculum implementation.

This study contends that the curriculum implementation to understand the challenges that teachers face. It also provides for a theoretical analysis that is different and new for reform efforts in the curriculum. In advancing a new theoretical perspective on curriculum implementation, the researcher endeavoured to empower scholarly understanding and knowledge on the 'curriculum-practice impasse' in educational change settings. The researcher raises questions related to teachers' sense of their identities as curriculum implementors with implications for theory, experience, and mandatory curriculum research. The researcher augments the training of teachers in workshops can the uplift their knowledge in curriculum implementation.

This study is beneficial to the following individuals to principals as it assists with the design of strategies in order to determine solutions for the implementation of CAPS, and teachers help to explore teachers' experiences with the implementation of CAPS in primary schools at selected schools, thus empowering teachers to be more skilful.

*De Vos (2005:118)* alleges that one can only guess the significance of a problem and whether or not it can be researched effectively and competently, until a thorough discussion of related literature builds an argument and therefore demonstrates the significance of the proposed study.

## **1.6 RESEARCH QUESTIONS**

The following main research question and sub-research questions will aid the investigation of this research.

### **1.6.1 Main research question**

- ❖ What are the teachers' experiences of the implementation of the CAPS in primary schools?

### **1.6.2 Sub-research questions**

- ❖ What are the experiences of the teachers in the implementation and valuation of the CAPS?
- ❖ What resources are used by teachers to ensure effective implementation of the CAPS?
- ❖ What type of assistance do SMTs provide during the implementation of the CAPS?
- ❖ How do primary school teachers' understanding, and assessment of the CAPS influence their teaching practices and curriculum implementation?

## **1.7 AIM AND OBJECTIVES OF THE STUDY**

### **1.7.1 Aim**

The study aims to assist teachers to teach the curriculum as reflected in the pacesetters and to create their own teaching lessons. Further, the teachers then give their teaching lessons to other teachers for review and consideration as shared use. Classroom teachers should be proud of what they are teaching, and colleagues' feedback can motivate them and identify areas of development (Intermediate and Senior Phase) during the implementation of the CAPS in primary schools in the Vhembe District. At a local scale, the research would not only be used as an evidence-based monitoring and evaluation tool, but to inform future policy planning, interventions, and implementation in primary schools.

### **1.7.2 Objectives**

The study's research objectives are stated as follows:

- ❖ To explore how teachers understand the experiences and importance of their tasks in the implementation of the CAPS in primary schools?
- ❖ To identify the resources used by teachers to ensure effective implementation of the CAPS.
- ❖ To determine the type of assistance required by SMTs in the implementation of the CAPS.
- ❖ To investigate how primary school teachers' understanding and assessment of the CAPS influence their teaching practices and curriculum implementation.

## **1.8 RESEARCH METHODOLOGY AND DESIGN**

The researcher provides ample knowledge based on the research design and approach that will be used in assembling and analysing the information to answer the study's research questions. Pilerot and Limberg (2011:313) allude

that description is based on information sharing and explaining a numerous reaction comprising the seeking of knowledge sharing information, described as information practice. The notion of information sharing assists the curriculum implementation. Hargreaves (1999) supports this view by stating that within professional relationships, teachers discuss issues related to their work to establish themselves and to learn from one another.

This research focused on understanding participants' thinking and experiences in the implementation of the CAPS in primary schools. This research further investigated teachers' comprehension and experiences about curriculum implementation and evaluation in primary schools. According to Kobus (2010:4), the investigation was done in a real-life environment and no attempt was made to operate the phenomenon of interest and accepted the researcher's subjectivity.

### **1.8.1 Research Paradigm**

Research methods are the methods of assembling and analysing data. Babbie and Mouton (2001) state that qualitative studies "usually aim to give a detailed and extensive investigation of the social phenomenon under evaluation. Lancaster (2005:78) defines research methodology as the general category of the research method to collect the data to be used in research study and which relates particularly to the data collection strategies. The research methodology utilised in this thesis, it is used to analyse and verify the factors that impede the CAPS implementation in the primary schools at Vhembe District.

It is worth explaining the term 'paradigm'. Willis (2007) explains that a paradigm is thus a composure of belief in the education system, worldview, or framework that gives research and practice in a field. Nature of reality is based on the paradigm (i.e., ontology) – whether it is external or internal to the knower, a related view of the type of knowledge that can be introduced and standards for justifying it (i.e., epistemology); and a disciplined method to generating that knowledge (i.e., methodology). According to Ntshaba (2012),



the design is the plan in terms of which the study is conducted. The design must be selected to be in line with the nature of the research being done.

The design also outlines how the research is being conducted from the beginning to the end, (Ntshaba, 2012). The study adopted a qualitative approach to collect data. Cohen and Manion (2010) argue that qualitative studies are basically interpretive in nature. For this research, there are important paradigms that use the inquiry into the policies and practices of education. Each paradigm carries related theories of teaching and learning, curriculum and assessment, and professional development, (McMillan & Schumacher, 2010).

The researcher used the interpretive paradigm. According to Railean (2015:268), interpretive paradigm refers to ontological and epistemological used in research concerned with understanding how individuals and groups create meaning in their everyday practices. Interpretivists as scholars have a desire in mingling with the communities, cultures, or individuals to create meaning from their actions, rituals, interactions, and experiences.

According to Willis (2007), when applied to education, interpretive inquiry engages teachers as reflective practitioners in developing an enhanced understanding of the lifeworlds' of the learners by constantly asking questions related to the curriculum implementation. Interpretative orientation is important for researchers to adopt it as more teachers focus on pedagogies such as constructivist methods to teaching and learning.

In this research, the researcher explored the implementation of the CAPS by primary school teachers through interviews. As a qualitative study, this research will utilise interviews and document analysis when collecting the data. The qualitative approach is selected because it allows the researcher to investigate and get an in-depth understanding of the teachers' experiences of the implementation of the CAPS in the sampled primary schools.

### **1.8.2 Research approach**

A qualitative research approach of information was conducted with four teachers, four HoDs, and four principals from the sampled primary schools.

According to Makeleni (2013:16), White (2004:58) posits that the qualitative approach assists to help the researcher to find the challenge that exists within the phenomenon in-depth and in detail. Qualitative research was used to focus on the implementation of the CAPS. Qualitative research is more concerned with the meaning people constructed, like how teachers make sense of their world and the experiences they have in the world, (McMillan & Schumacher, 2010:360).

The participants (teachers, HoDs, and principals) had their views and beliefs regarding the implementation of the CAPS in primary school. Thus, due to the nature of the study, a qualitative research approach was deemed to be the most accurate method for this study.

### **1.8.3 Research Design**

Yin (1991:21) explains that research design is a plan or method one intends to use to do research. According to Trochim (2006), a research design is used to conduct the research and to demonstrate how all of the important parts of the research project (the samples or groups, measures, treatments or programmes, and methods of assignment) combine in an attempt to address the central research questions.

According to McMillan and Schumacher (2010:20), a research design defines the method the research can be done, including when, from whom, and under what conditions the data will be collected. It is the determination and statement of the general research approach or strategy adopted for the particular project. It is the heart of planning.

If the design adhered to the research objective, it ensured that the teachers' needs are attended to and made a justification for the hypotheses or investigation of posed research questions and a detailed presentation of the

research steps to be followed in collecting, choosing and analysing data. Interpretive qualitative research was used for this study as the researcher personally collected data in the sampled school sites where the teachers are experiencing the challenges of the implementation of the CAPS.

## **1.9 POPULATION AND SAMPLING**

In this study, the researcher selected four teachers, four HoDs, and four principals from four different primary schools in the Vhembe District, Limpopo Province. The participants were twelve in number. Vhembe District is one of the five districts of Limpopo Province (Figure 1.1). It is hoped that the participants' responses will increase the understanding of the teachers' experiences in the implementation of the CAPS in primary schools.

The research focuses on the implementation of the CAPS in primary schools; thus, primary school teachers were selected to take part in the study. The schools selected are from semi-rural, deep rural and semi-urban areas. Their performance in terms of results, range from average, moderate and outstanding. On the other hand, the study used non-random purposive sampling. The purposive sampling technique is selected because the researcher has developed a thorough understanding of the CAPS implementation. The purpose is to explore teachers' experiences in the implementation of the CAPS.

Apart from the careful selection of the study participants, selecting appropriate research methods is also of paramount importance. According to Gay (1992:123), sampling is defined as a process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected, and it is part of the population from which it is selected. Furthermore, Gay (1992:123) emphasises that it is important for a researcher to select a sample because the goodness of the sample determines the generalisability of the results.

The researcher utilised purposive sampling to select schools and the participants for the study. As this is a case study, the researcher's selected

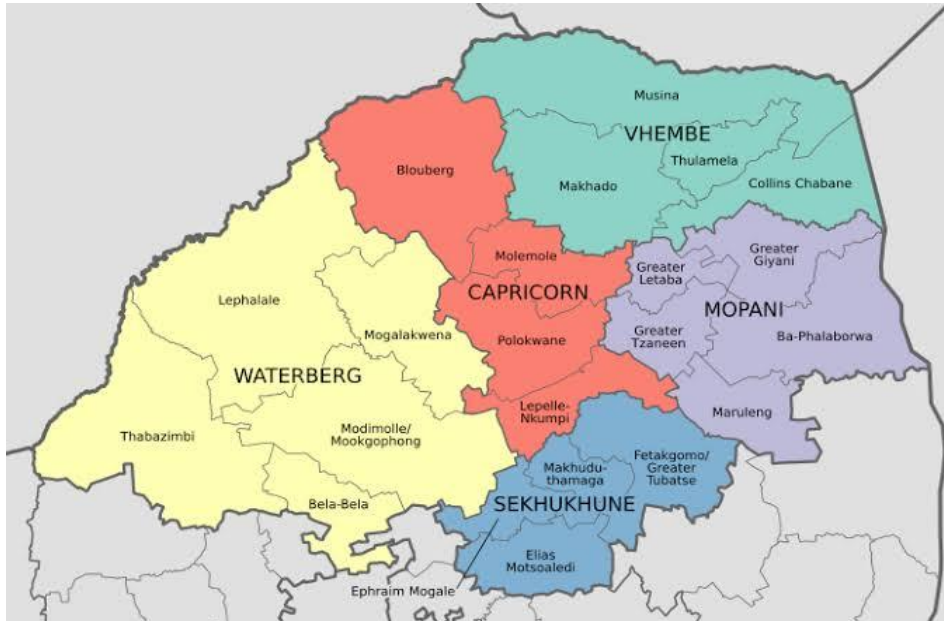
four schools to focus on in the Vhembe District – it is impossible for a case study researcher to explore all the schools. The researcher also selected four participants from each school. Thus, four teachers, four HoDs, and four principals formed the sample of this study. The data was collected through interviews and interviews for participants to share their understanding and experiences of the impact of curriculum changes of the CAPS in teaching and learning (Appendix G).

The researcher conducted class visits to the sampled schools to assess the teaching and learning activities, and SMTs efforts in improving classroom conditions to ascertain whether this has any influence on the implementation of the CAPS. The researcher used the observation checklist (Appendix I) and audio recorder to collect the data which was later transcribed verbatim to assist in the data analysis and interpretation.

The researcher used open-ended interview questions for the school principals and HoDs. As this is a case study using a qualitative method, the researcher selected individuals who can explain the challenges that they encounter regarding the impact of curriculum change in teaching and learning. The participants were chosen because of their suitability and adaptability in advancing the purpose of this case study through purposive sampling.

The researcher did not use random sampling as John and Rule (2011:64) posit that random sampling allows researchers to generalise from the sample to the entire population which the sample represents. However, a case study researcher, by contrast, is not mostly interested in the representativeness of the sample, but in its ability to generate data that allow for a full, in-depth and trustworthy account of the case.

The researcher selected the participants because they are the primary role players in the implementation of the curriculum as this has been revealed by the literature reviewed in the study. The participants were selected with the hope that they will give a clear illustration of what the curriculum implementation process in primary schools entails.



**Figure 1.1: The Limpopo Province of South Africa (Source: 2020, DoE curriculum news)**

## **1.10 DATA COLLECTION TECHNIQUES**

The data collection techniques were based on the interpretivist paradigm. The main purpose of this study is to promote a deep comprehension of individual participants' experiences in the implementation of the CAPS in primary schools in the Vhembe District. The following data collection methods were used, namely, open-ended interviews (with teachers, HoDs) and individual interviews with the teachers. Individual interviews are widely accepted as credible sources that offer in-depth information although critics argue that such information may be partial if not impartial.

Furthermore, secondary sources of data in the form of existing scholarly literature assisted this research. Secondary sources of data include books, journal articles, newspaper articles, internet articles, and already interpreted qualitative data. The data from the interviews was recorded using an audio recorder to ensure that the data is not lost. While recording will act mainly as a supplement to note-taking, it served a key purpose – to ensure that the data is properly captured to help in providing a true reflection of what unfolded in the field. In precedence, transcription was used in the data analysis stage.

Furthermore, McMillan and Schumacher (2010:320) indicate that a case can be an individual, group, activity, or event. This case study will determine the experiences and challenges teachers face in the implementation of the CAPS in primary schools in the Vhembe District.

### **1.11 DATA ANALYSIS AND INTERPRETATION**

Data analysis is a system for limiting and organising data to get findings that require interpretation by the researcher, (Burns & Grove, 2003:479). Data analysis is a challenging and a creative process characterised by an intimate relationship of the researcher with the participants and the data generated, (De Vos, 2002:339). Data analysis is an important stage in making sense out of raw data.

Qualitative data packages formed part of the data collected to assist in this research. In attempting to verify data, this research used the content analysis method. Content analysis is described as the words outlined in a text, how the participants said it, and how often the participants said it, (Rugg & Petre, 2007:157). Using this approach has meant that data will be classified according to the emerged themes. Moreover, the researcher will highlight the similarities and differences in the themes.

The triangulation technique was used for data analysis. Different methods and techniques are employed to ensure a true triangulation by the researcher. According to Arksey and Knight (1999:22), triangulation is a definition of using more instruments to collect and analyse data on the teachers' experiences of the implementation of the CAPS. Through triangulation, the research will be seen with clear elements of reliability and validity in the research results.

Muneja (2015:9) declares that qualitative research yields the themes and categories out of data because of an inductive analysis. McMillan and Schumacher (2010:462) argue that qualitative data analysis is a continuous process and develop integral system into all stages of qualitative research. Qualitative research is a process of choosing, exploring, categorising, and

distinguishing, synthesising and interpreting data to address the new propositions of the thesis, (Yin, 2003:109; White, 2004:82; Leedy & Ormrod, 2005:150). This suggests that data analysis must be a continuous process. When checking data, the researcher must compare the similarities in order to find new differences and similar things.

According to Makeleni (2013:9), responses are created around the themes and the developing themes categorised and coded by means of abbreviated keywords. The focus group interview, individual interviews, and structured observations were utilised for data collection in this study.

### **1.12 RELIABILITY, VALIDITY AND TRUSTWORTHINESS**

According to Ntshaba (2012:81), “validity is the accompaniment to reliability and refers to such an extent that our measure gives us what we expect from the data collected”. Despite any methods, approach, and technique used in getting data, the research outcomes will be characterised as reliable, valid, and trustworthy. The researcher took notes and utilised an audio recording to record the interview data. Creswell (2009:88) state that validity is based on checking the accurateness of the findings from the researcher’s point of view, participant, or the readers of an account. In contrast, reliability refers to the extent to which results can be repeated.

The dependability is taken as a measurement tool, that is, the degree to which the same results can be reached utilising the measuring instrument on a repeated trial base, (Creswell, 2009:88). Further, there are methods which can be used to improve the credible results, namely; verifying transcripts for mistakes, making sure that the coding of data needs is consistent, cross-checking codes developed by different researchers in a team by comparing results, and finally, communicating with members of the research team through regular meetings and sharing analysis (Creswell, 2009:190-191). Qualitative research projects focus on the trustworthiness and credibility of the research results, (Marshall & Rossman, 1995:143).

### **1.13 ETHICAL CONSIDERATIONS**

According to Mamosa (2010:78), ethics plays a paramount role in all research studies that are conducted and need to be followed and used by all credible researchers. People are regarded as participants in the research; therefore the researcher need not compromise the ethical and legal considerations. To avoid vulnerability, the study pursued participants older than 18 years. All interviews were conducted after informed consent was received from the participants – the informed consent was explained both verbally and in writing by the language convenient to the participants. The principle of voluntarism applied thus no-one was forced to participate in the study. Additionally, the researcher stipulated that the participants could withdraw their participation at any time, should such person need to, and that the data collected through interviews or any form will be released on completion of the thesis.

Before engaging in any activity, the purpose of the study was explained to the participants. The researcher further recorded the data collection dates on the day the interviews were conducted. Kumar (2005), postulates that it is not principled to get information without informing the participants and expressing their willingness and informed consent in the process of participation. Gay and Mills (2009) also highlight that it is important for the researcher to get informed consent to ensure that participants can participate in the research or interview with a clear comprehension of the nature of research.

Furthermore, the researcher was transparent by informing the participants that the interviews were audio recorded – the reasons for recording the interview were also provided. In addition, the participants were interviewed in a language they were comfortable with. In support of this, Tuckman (1992:15) highlights that the purpose of ethics is an essential factor for all researchers since their subject of study concerns the learning of human beings.

The researcher provided the sampled schools with a letter of consent from the Limpopo Provincial DoE (Appendix C), followed by an ethical clearance certificate (Appendix J).



## **1.14 DELIMITATION OF THE STUDY**

The study is delimited to the Vhembe District primary schools because the researcher is based in the Vhembe vicinity and is familiar with the setup of the schools in this area. The following factors restricted the researcher, namely; delimited resources, time, and financial constraints. As such, the study only focussed on the four primary schools in the Vhembe District. The research utilised the qualitative approach, specifically interviews, focus groups, and document analysis.

The research focussed on the teachers' experiences of the implementation of the CAPS in primary schools within the Vhembe District in the Limpopo Province. Thus, the research was confined to the four teachers, four HoDs, and four principals from the four sampled primary schools implementing the CAPS.

## **1.15 PROBLEM STATEMENT**

This research explored primary school teachers' experiences of the CAPS implementation in the sampled schools. Bless and Higson-Smith (1995) argue that the problem statement is a statement that indicates variables of interest to the researcher and any specific relationship between those variables which is to be explored. The study's research problem is based on the influence of the implementation of the CAPS in primary schools in the Vhembe District.

The impact of the implementation of the CAPS is not suitable for the allocation of resources and capacity. Shortages of skilled curriculum advisors or specialists, teaching and learning materials, satisfactory classrooms, science laboratories, and technology are the main challenges to the success of the current curriculum – with regards to the teaching and learning of mathematics and science in the Vhembe District.

## **1.16 CLARIFICATION OF KEY CONCEPTS**

### **1.16.1 Teaching**

Teaching can be explained in different ways. Our curriculum has drastically changed and is defined in many ways. According to Du Plessis *et al.*, (2007:2), teaching is creating opportunities for learning to take place, as well as the process of helping learners to learn. The researcher understands teaching as the process of imparting knowledge to the learner through a series of lessons, and in preparation of making a learner independent in a real-life situation. The researcher also views teaching as a vehicle that improves learners' maturity and knowledge. Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically, (Ornstein and Hunkins 2009) Dewey: - considers it as a manipulation of the situation, where the learner will acquire skills and insight with his own initiation.

### **1.16.2 Learning**

According to Du Plessis and Conley (2007:3), learning is a process of knowledge and experience that alters and builds an individual. It entails changing a person's attitude regarding the individual's knowledge, insights, behaviour, perception, or motivation and which alteration can lead to more knowledge acquired or the ability to empower learners with ample knowledge. The researcher defines learning as the process of acquiring knowledge through teaching and learning more words to be used in the learners' vocabulary.

### **1.16.3 Curriculum and Assessment Policy Statement**

The CAPS was architected as a new curriculum but focused on the foundation of the NCS to enhance curriculum implementation and assessment in the classroom situation. It is composed of the policy documents that focus on the scope, aim, learning content, and formal assessment for each subject listed in the NCS Grades R-12 in South Africa, (DBE, 2011b).

### **1.16.4 Teacher**

In this study, 'teacher' and 'educator' share the same meaning. The South African Schools Act (No. 84 of 1996) (Republic of South Africa, 1996:2) refers to an educator as a teacher – this is also defined further by including the SMT which includes the principal, deputy principal and HoD. A teacher is a person who assists learners in teaching by imparting his knowledge to the learners through acquisition of knowledge, skills and values in a formal teaching environment such as a school. The researcher contemplates the teacher as the person who imparts knowledge to the learner.

#### **1.16.5 Curriculum implementation**

Curriculum implementation is the method used for outlining teaching methods and interventions into effect in the classroom practices. Ornstein and Hunkins (2009:292) define implementation as the transfer of knowledge between those who have started the programme and those who are responsible to deliver it. It focuses on altering personal traits, behaviour, school programme emphasis, learning spaces and existing extracurricular and schedules. It is also defined as the impartation of plans into actions (Oliver, 2009:22). This includes how a teacher in the classroom executes teaching and is traditionally seen as the delivery in the teaching process and the implementation of the planned activities extracted from the pacesetters in a meaningful way, (Carl, 2002:143). Implementation is the transfer of the correct knowledge to the learners from the pacesetters and CAPS documents.

#### **1.16.6 Management**

Tshiredo (2013) clarifies management as a process of designing and executing plans, managing teaching, and learning with the teachers. According to Morris (1990:5), it is a process of working with and through SMTs and teachers, and other resources to accomplish organisational goals. What is common about the definitions is the principal's concern with completing organisational aims, goals and that management is an ongoing activity before, during and after the teaching has been done.

#### **1.16.7 Implementation**

To this study, implementation refers to executing a programme. In a study done at the Commonwealth of Learning and Southern African Development Countries (SADC), Module 13 (2000:50) defines implementation as a stage when the curriculum itself is an education programme and is put into practice. The module further indicates that implementation takes place when the learner gets the planned or intended experiences, knowledge, skills, ideas, and values that are targeted at making him or her work effectively in the community. Teachers as agents of implementation must be able to move from the old practice apartheid education to the new curriculum's (CAPS) modified programme. In South Africa, implementation of a new curriculum still needs to be done with great care, to build on the previous curriculum NCS (National Curriculum Statement).

## **1.17 CHAPTER DIVISION**

This study is divided into six chapters.

**Chapter 1** provides the background of the research and context of this study. This chapter discusses the rationale for the study, aims and objectives of the study, significance of the study, and the delimitations of the study.

**Chapter 2** focuses on the literature review pertaining to the dynamics of curriculum change (national and internationally), costs and benefits of curriculum change, the current knowledge gaps in the literature relating to the teachers' experiences of the CAPS implementation.

**Chapter 3** presents the theoretical framework of the study. It focuses on the curriculum changes in schools (national and internationally), the implementation of the CAPS in primary schools, the teachers' responsibility in the curriculum implementation, training and support in implementing the curriculum, and the impact of curriculum change on primary schools.

**Chapter 4** presents the study's research design and methodology. It further defines and discusses a case study and its relevance to the research,

including the sample, data collection and interview methods. Lastly, it details the ethical issues and limitations of the study.

**Chapter 5** interprets and presents the findings of the data collected in accordance with the research questions.

**Chapter 6** presents the conclusions and recommendations of the study, with specific reference on the implications of implementing CAPS and the avenues for further research.

## **1.18 CONCLUSION**

In this chapter, the researcher provides an overview of the research by presenting the problem statement and aims of the study. This chapter further discussed the data collection method, defined the key concepts, and provided the demarcation of the study.

Chapter 2 reviews literature about the dynamics of curriculum change in South Africa.

## **CHAPTER 2**

### **LITERATURE REVIEW: DYNAMICS OF CURRICULUM CHANGE**

#### **2.1 INTRODUCTION**

Contestation in the South African education system was conspicuous, with different issues to be dealt with. Education planners drafted numerous education policies that gave rise to equality and better education for all South Africans. After 1994, the education system was mainly structured on integration and unifying the nation through expanding access to it by opening doors to all learning institutions.

Dynamics in curriculum change are regarded as a priority to make sure that curriculum is more acceptable and active to the socio-economic and workforce markets of our country South Africa, (Davies, 1994:2600). However, Jansen (1999:147) contests this notion by stating that there is no clear evidence which assists the claims that education should be regarded as a precondition for economic emancipation in South Africa. Moreover, the introduction of OBE appeared to have shed a light and give a complex curriculum change with insufficient preparation and support. Therefore, this also gave rise to thoughtful problems for all institutions which were historically disadvantaged by the introduction of new curriculum policies which were a result of the limited resources.

This chapter reviews the influence of the dynamics of curriculum changes through the CAPS, emerging from the old system of the curriculum to the newly introduced curriculum in South Africa. It will attempt to indicate the influence of curriculum changes in South Africa before 1994, outlining the introduction of the NCS until the emergence of the CAPS. This chapter further assessed the dynamics of curriculum changes, the imbalances between previously advantaged or former model c schools and disadvantaged schools that are located in deep rural areas, including how these disparities influence the impact of curriculum change on daily teaching and learning of different

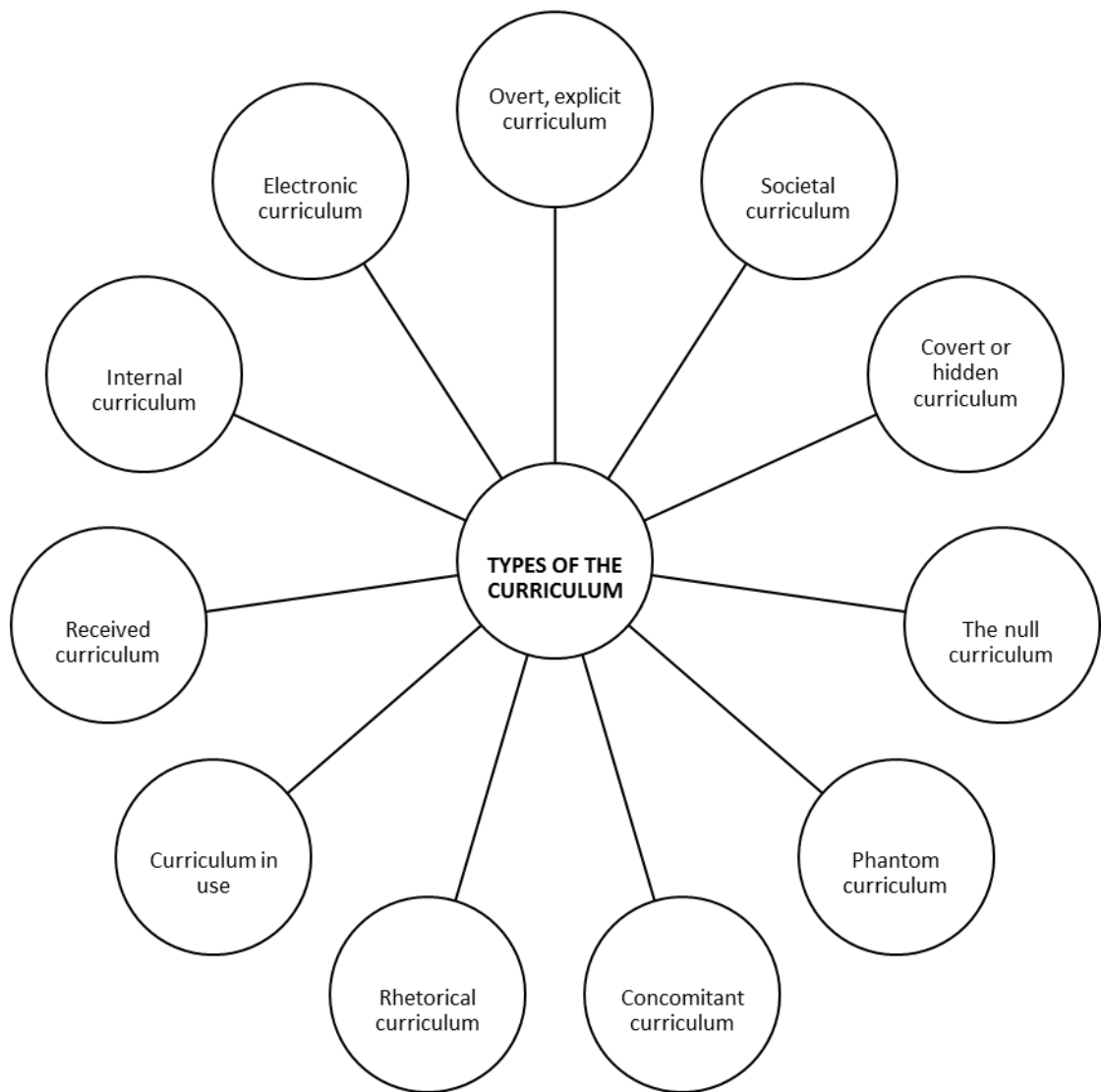
subjects in all primary schools. The hindrances to implementing successful curriculum changes are identified and discussed.

## **2.2 THE CONCEPT OF CURRICULUM**

Olivia (1997:4) defines curriculum as:

- Things taught at school
- A set of subjects offered
- Programme of studies
- Set of resources and materials
- Sequence of courses
- Set of performance objectives and aims
- Everything that occurs at school, including extra class activities, guidance and interpersonal relationships
- Everything planned by the School Management Team

The researcher's definition of curriculum is based on how the teachers use the classroom lesson to impart knowledge to learners through the planned activities. Figure 2.1 highlights the different curriculum types that are used in schools.



**Figure 2.1: Curriculum data types (Olivia, 1997)**

- **Overt curriculum:** may refer to a curriculum document, texts and supportive resources, and teaching materials that are overtly selected to support the instructional methods to different schools.
- **Societal curriculum:** continuous curriculum that teaches us. It includes different stakeholders such as family, peer groups, neighbourhoods, churches, and media (examples include learning from YouTube, Facebook, and Twitter).



- **Hidden or covert curriculum:** learning that learners get from nature, organisational design of public schools, as well as the attitudes and skills of the teachers.
- **The null curriculum:** curriculum that does not exist. It is difficult to follow and needs attention from an individual that has teaching experience. It is not taught in school, but learners are empowered to make a conscious decision.
- **Phantom curriculum:** curriculum that one seldom relies on. It exists in space and plays a role in the enculturation of learners into the predominant meta culture.
- **Concomitant curriculum:** can be received at church in the context of religious expression.
- **Rhetorical curriculum:** may come from the publicised works offering updates on pedagogical knowledge.
- **Curriculum in use:** may comprise textbooks, content, and conception of the guidelines of the district or circuit.
- **Received curriculum:** process of the content and combined knowledge to create new realities.
- **The internal curriculum:** exploration of the curriculum which is unique to the learners. It involves reflective exercises or debriefing discussions to see what learners remember from a lesson.
- **Electronic curriculum:** conducted electronically and is also called eLearning. It uses e-forms and online conversations.

## Elements of the curriculum

The curriculum is comprised of four elements that are in constant interaction:

- **Purpose (goals and objectives):** the curriculum needs to have a goal and set objectives to be achieved when teaching or implementing.
- **Content or subject matter:** the matters to be presented to the learners need to be articulated well. This assists the learners to be taught in totality.
- **Methods or learning experiences:** methods need to be articulated to be used. The approaches are important in the implementation of the CAPS.
- **Evaluation:** to assess the content and subject matter together with what the learners have comprehended. This assessment needs to be done through the forms of assessment.

### *Elements of the Curriculum*

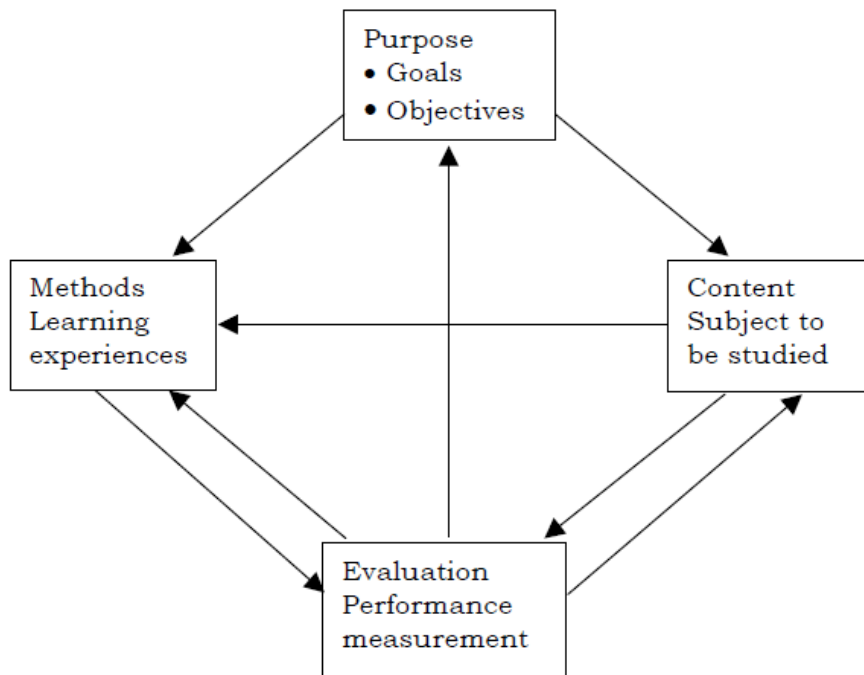


Figure 2.2: Elements of the curriculum (DBE, 2012)

## **2.3 THE PURPOSE OF CURRICULUM CHANGE**

Curriculum change is a continuous international trending process, which unvaryingly reflects change in the community at large, (DoE, 2012:32). The initiative to introduce the new education presented South African teachers with a challenge and an important paradigm shift. Justifiably, this shift resulted in undesirable results like anxiety and dissatisfaction in educational institutions throughout the country.

Teachers wrestled with the insinuations that this shift deprives the people of an opportunity to lead normal life and work, (Gultig, 2002). For Jansen and Christie (1999:193), the teachers and trainers received an opportunity to express themselves in the CAPS implementation through using their own programmes to yield the necessary outcomes. The structure of the building and classrooms in schools need to be renovated into tantalising, interesting, stimulating or inspiring and challenging learning environment where the teachers and learners share the same resources for achieving one goal, (Pretorius, 1999:44).

According to Gultig, Hoadley and Jansen (2002:10), the purpose of the curriculum is to defeat the humiliating inheritance of apartheid education by instilling deep knowledge, standards, and reskilling of teachers for the benefit of the society; these return the provision of the conditions for highly valued social justice, fairness and growth. McCombs and Whistler (1997:166) maintain that change is simplified by giving powers in the contexts in which individuals feel the state of ownership, respect, personal support, and faith.

In South Africa, curricular should be pertinent and suitable to current and predictable future essentials of the individual, society, commerce, and industry, (Gultig & Jansen, 2002:5). The paradigm that strengthens the changes needed within the new South African framework of the new curriculum, targets to limit the parting of learners and teachers, managers and

managed; to replace the former top-down, hierarchical and controlling culture and ethos of education management with a culture distinguished by sharing, clarity and compliment structures, (Jansen & Sayed, 2001:182).

Grobler (2003:23) postulates that the forces of cultural and social expectations as unemployment patters, societal values, economic patters, community expectations level of parental literacy and numeracy contribute to the curriculum change and compel implementing a new curriculum within the RNCS paradigm. According to Olivier (1998: ix), curriculum is primarily a conduit at building the country into an international role player through the improvement of a culture of lifelong learning. Schubert's (2013:87) opinion about change is different. He defines it as in a comparative manner with the concept reform, whereby the concept reform implies reshaping, reconfiguring or to make something different. Rapetsoa (2017) articulated that change is interpreted in a manner that does not imply improvement. In summary, one can say that Schubert differentiates change from reform in a way that change does not imply improvement, while reform brings improvement.

In this study, preference is given to the concept of change defined in the Business dictionary – the process of effecting a purpose, practice or thing to become distinguished in another way compared to what it is presently used or what it was previously used. According to Grobler (2003:34), there were many changes in the restructuring of the education system of South Africa since 1994 and thus it stands to reason that services like advisory to teachers changed radically. Effectively, the teachers' support could positively motivate change in the curriculum during the major overhaul of the curriculum. McCombs and Whistler (1997:161) propose that teachers deserve support and a sense of encouragement to enhance responsibility for their learning and development professionally.

There is a growing perception that solitary training is inadequate. Money and time need to be prioritised for the teachers to deliver appropriately in the school and classroom to be used as extrinsic motivation, (Oldroyd & Hall, 1991:2). Lovat and Smith (2003:195) postulate that during the time of change

in the curriculum, even the most well-adjusted teachers and unified family with extra support participated in the draft of the new curriculum. The White Paper (2006) stressed the need for major changes in education and training to normalise and transform teaching and learning in South Africa.

It also stressed the need for a shift from the traditional aims and objectives approach to Outcomes-Based Education. It endorsed a vision of an affluent, truly joint, democratic and internationally competitive country with people able to write and read, innovative and critical citizens leading productive, self-satisfied lives in a country void of violence, segregation and bias, (DoE, 2002:4).

## **2.4 CURRICULUM CHANGE PROCESS**

Ewell (1997) suggests that most curriculum changes are implemented gradually and without a deep understanding about what academic learning really means and the specific circumstances and approaches that are likely to enhance it.

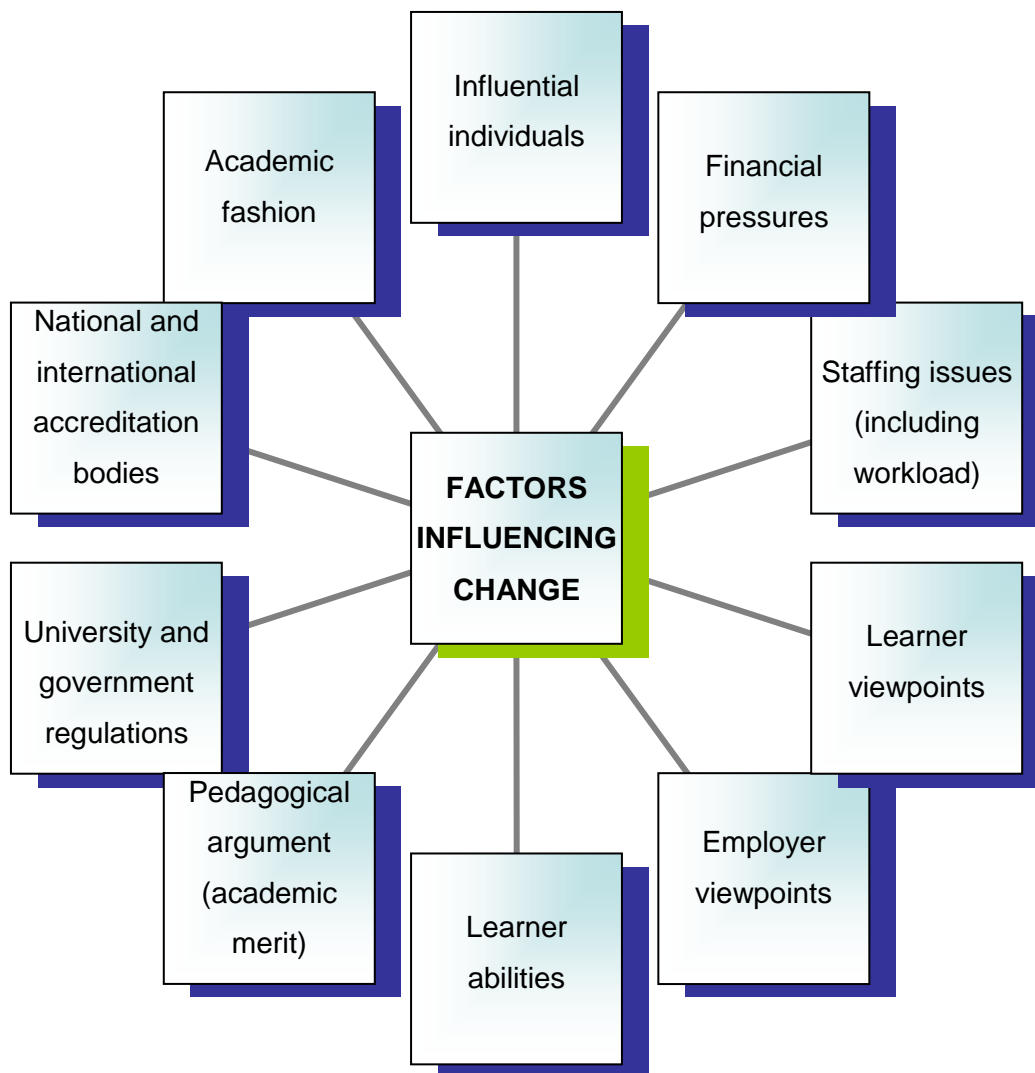
The curriculum change process occurs through five steps:

1. An analysis of the current offerings and context
2. The expression of the key programme aims in a mission statement
3. A prioritisation of resources and development approaches
4. The implementation of the targeted curricula changes
5. The development of monitoring tools and process of the implementation

## **2.5 FACTORS INFLUENCING CHANGE**

The researcher identified and discussed the factors that affect curriculum implementation – they are also regarded as the drivers or inhibitors of change.

The diagram below briefly outlines them.



**Figure 2.3: Factors influencing change (DBE, 2012)**

These factors are briefly discussed below:

- **Influential individuals:** there are politicians in the regime (members of the parliament) who influence curriculum change – they can decide to change the education system through the education portfolio. In South Africa, the influence of changing the curriculum was done after 1994,

however, the country still does not have a stable curriculum. In 2017, the programme assessment was altered in some of the subjects.

- **Financial pressures:** the government must have a budget for funding the curriculum change as there will be numerous meetings, workshops, and training – the budgetary forces influence the decision in the portfolio committee. The change relies much on the factors that can be identified to ensure successful implementation. In the case of the CAPS, class sizes are the main issues as many schools are dilapidated.

Moreover, resources such as books and libraries are rare in such schools, teachers are not appointed as per the staff establishment, and the DBE has highlighted the issue of cost pressures. Additionally, the computers to retrieve the lessons sent by the National Education Collaboration and Trust (NECT) and the Education Collaboration Framework (ECF) are poorly resourced and a lot of money is required to buy stationery.

- **Staffing issues (including workload):** The shortage of staff made it impossible for the curriculum change to be implemented successfully. The perennial decisions were to identify a simple area of computer science that was difficult to achieve. If a certain item needs to be included in the curriculum, it compels management to remove the other one.

Moreover, the small schools are overburdened by the workload which makes it impossible for the curriculum to be implemented (sometimes workload results from understaffing). The department does not immediately replace a retired or deceased teacher thus the issue of workload needs to be attended to.

- **Employer viewpoints:** the employer, i.e., the DBE receives pressure from the teachers, citing their challenge with the curriculum. The DBE conceded to the needs of the education stakeholders to undertake a process of curriculum change. They cited the issue of model C schools

receiving the best curriculum and demanded that the curriculum be the same. This affected the successful implementation of the curriculum.

- **Learner viewpoints:** The viewpoints of the learners were shown by their performance during assessments. It implied that the curriculum was no longer relevant to the community – it was irrelevant, and it activated the curriculum change process. The learners shared their views about the limited resources and through their teachers, they encouraged the DBE to provide the resources.
- **Learner abilities:** in an ideal world, learners desire to receive a quality education. The DBE is compelled to change the old education system to the CAPS. The CAPS demands a lot of resources from the learners. As an indication that the DBE has failed to provide schools with good resources, the learners planned to use resources.
- **Pedagogical argument (academic merit):** The other changes are suggested by the educationists or professors who have identified gaps in the curriculum. The relevance of the Fourth Industrial Revolution in the curriculum is of paramount importance, although its academic merit is unclear.

The curriculum planners suggest that learners use technology gadgets in classes thus the Gauteng province provided its learners with such gadgets (tablets and laptops) to access the curriculum with ease.

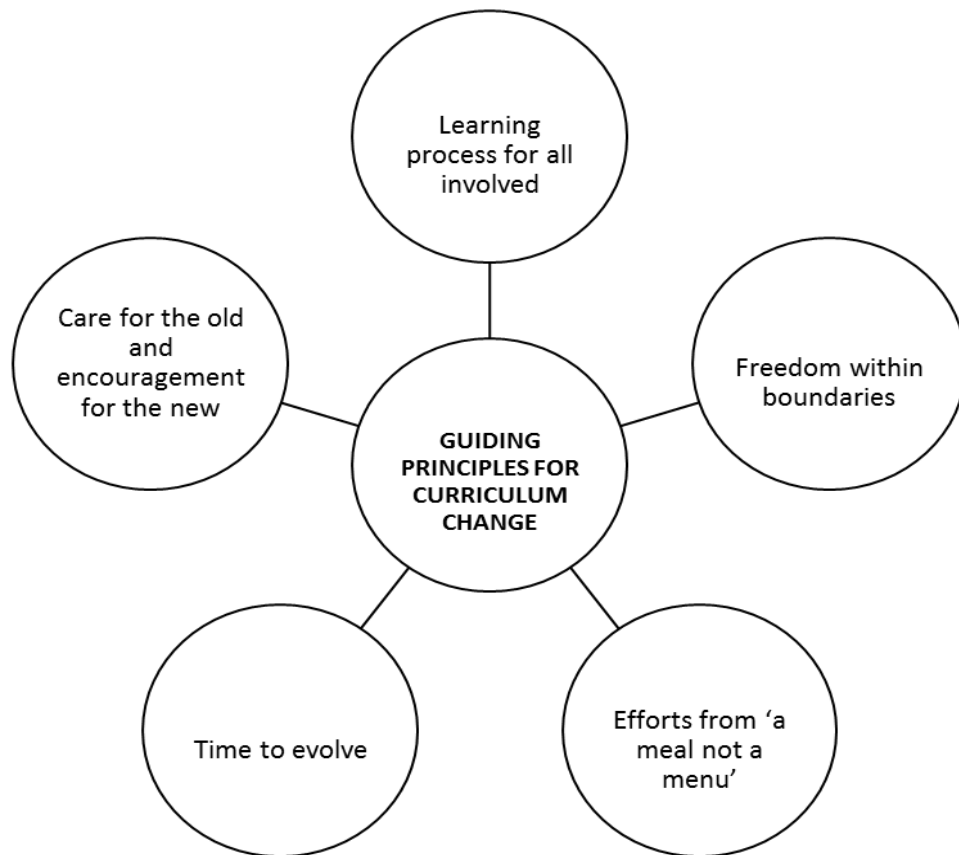
- **University and government regulations:** the most important aspect is the voice of the university after the research has been conducted. The universities expected to receive well-rounded learners with the appropriate education and skills to represent the country well. The failure rates inform the planners to check the amendments and improvement. The regulations in the form of progression guidelines are still intact. The DBE released circulars to update the policies and gaps surfaced after the policy was adopted. Thus, the regulations are changed for the curriculum change to be implemented smoothly.



- **National and international accreditation bodies:** the curriculum change was implemented in all South African schools and although it had some flaws, it was well-received. The new curriculum is excellent; however, the amendments need to be applied to refine it to compete with other great countries. Accreditation bodies worldwide recognise the CAPS as the best curriculum in South Africa.
- **Academic fashion:** academic performance influences the curriculum change and the process of the change is influenced by the credibility of the curriculum. Moreover, the fashion of the changes in many countries leads to change and the correct change of the curriculum influences the successful implementation of the CAPS.

## **2.6 GUIDING PRINCIPLES FOR CURRICULUM CHANGE**

According to Nieveen and Plomp (2017), there are five guiding principles for the curriculum change which assist in the implementation of the curriculum. These principles are illustrated in Figure 2.4 and further discussed below.



**Figure 2.4: Guiding principles for curriculum change (Nieven & Plomp, 2017)**

The guiding principles for curriculum change are discussed below:

### **2.6.1 Learning process for all involved**

Nieven and Plomp (2017) agree that the process of implementation needs to be viewed as the process of getting the information to assist in life by all groups and people involved. The author used the “Concerns Based Adoption Model”. This type of model applies to individuals that are experiencing a change in life and the curriculum.

The model holds the belief that all people who are interested in change ask questions like “*what is it?*” “*How will it affect me?*” When these questions are answered clearly, the very same people raise other questions like “*How do I do it?*” “*How can I organise my learning process?*” and “*Why is it taking so much time?*” The teachers further asked the questions with no answers,

questions that impacted the process of the curriculum implementation, like *“how can I support teachers in integrating 21<sup>st</sup> century skills in teaching?”* Some of the skills cannot be implemented in the 21<sup>st</sup> century due to a lack of technological skills based on the Bantu Education received from the Bantu colleges. This process of change needs to be organised in the manner that all involved will be able to resolve the changes and concerns raised. This is precisely why learning is based on the involvement of all stakeholders.

### **2.6.2 Care for the old and encouragement for the new**

Nieveen and Plomp (2017) argue that a programme of change should not be exclusively aimed at what has to be realised in the future but has to take care of the existing practice as well. On the other hand, the old should not be undermined as the experiences that they hold can pave the way for the future. All new things need to be built on the foundation of the old. The old teachers assist the implementation process as they know what the learners need to know, learn, and comprehend.

The skills, knowledge, and values of the old need to be refined to suit the new implantation of the curriculum change. The new build on the foundation of the old to make the curriculum structure solid. All concerns and problems in the process of the implementation need to be addressed by the new and old in one sitting. The change is in the process. The transformation of the curriculum to the new forms of education will start while the old still exists. The old and the new complement each other for the emerging of the new curriculum change to ensure a smooth implementation process.

### **2.6.3 Freedom within boundaries**

The adage that “one size fits all” as an approach will help in this regard. The system needs to be open to all people with certain boundaries to assist with their ideas, knowledge, values, and skills in the implementation of the curriculum change. The balance of what is traditionally valued and what is considered significant for the future will operationalise in the implementation process of the curriculum change. The support from different stakeholders

needs to give enough guidance to keep the change within the intended boundaries of the curriculum change in the implementation process.

#### **2.6.4 Time to evolve**

From this perspective, change need not and should not be regarded as something that is once-off, but it needs to be considered as the process that takes to evolve. The process of change in the classroom and school take three broad phases as distinguished by Fullan (2007:65):

- ❖ Initiation or adoption – the process that makes it up and includes the ideas to proceed with the curriculum change.
- ❖ Implementation – to make changes in the process of practicing.
- ❖ Incorporation – the change gets structured as a continuous part of the education system.

This process of implementation takes place based on the 21<sup>st</sup> century skills, knowledge, values, and attitudes of the teachers and learners.

#### **2.6.5 Efforts from ‘a meal not a menu’**

Fullan (2007) argues the significant distinction between the subjective meaning of change and the objective reality of educational change. This articulates the shared meaning of change among the stakeholders working together for a specific goal of curriculum change. He further proposes a set of ten elements of successful curriculum change. These elements happen in the 21<sup>st</sup> century, the time of the CAPS implementation:

- Explaining the closing or limiting the gap between high and low performers in the class.
- To understand the three basics in education, namely, literacy, numeracy, and wellbeing.
- Be stimulated by the feeling of tapping into people’s dignity and sense of respect for all individuals.

- Encourage the correct implementation of the new in the highest probability.
- Knowing and comprehending the strategies based on action orientation.
- Addressing the issue of lack of capacity in the teachers for the successful implementation of the CAPS.
- The continuity of good directions by leverage leadership.
- Build both external and internal accountability.
- Conduct the development of evolution positively.
- Build a public that has confidence in the implementors.

As indicated in the ten elements above, Fullan (2007) emphasises that this list is a coherent set like a meal of which each dish needs to be prepared and consumed, because they furnish a well-balanced reform agenda.

## **2.7 HISTORICAL BACKGROUND OF THE DYNAMICS OF CURRICULUM CHANGE IN SOUTH AFRICA**

### **2.7.1 The effect of curriculum changes before 1994**

A curriculum is the contribution of communally respected knowledge, skills, values, and attitudes made present to learners through different preparations during the school time. Effective teaching can be defined as teaching which gives achievement or positive results in the learning by learners conducted by the teacher. The teacher needs to know what learning entails in the classroom situation and what is fostered and provided through learning experiences, (Kyriacou, 2001).

The curriculum change started after 1994 in South Africa. Curriculum change developed its repercussion in the education system. The Bantu Education Act of 1953 made people hate the change of curriculum as they were used to the old system curricula. The curriculum was designed in such a manner that learners and teachers were forced to teach Afrikaans as a language of learning, which resulted in the 1976 Soweto Uprising. In 1975, the Minister of

Bantu Education decreed that subjects in Standard 5 (Grade 7) be taught in Afrikaans, (Christie, 1991:240).

The results of the Bantu Education Act of 1953 posited that teachers work more hours than expected with no salary increase. The classes were overcrowded, and the teachers were compelled to serve under the government. Moreover, the teaching profession was regarded as a slave profession. Resistance from teachers impacted people's lives (Christie, 1991:288-229). Furthermore, there was a new call for the introduction of the people's education in 1985. The people's education allowed them to introduce the educational implications of the freedom charter into existence. Its serious objectives were to enable the oppressed to comprehend the sins of apartheid and to provide them with alternative education in the form of curriculum change that would prepare them for participation in a non-racial and democratic society (Davies, 1994:261).

During the democratic process, the unrest continued to be experienced during the unbanning of the African National Congress (ANC), the Pan Africanist Congress of Azania (PAC), and the release of Nelson Mandela in 1990, until the ANC had to consult its education desk giving it to attend on education system policies which were full of disparities and racial oriented, (Christie, 1991:229; Jansen, 1999:58; Lekgoathi, 2010:106). Davies (1994:262) stressed that the ANC capacity to make changes have been compromised by incompetent financial resources and political turbulence. Davies further emphasised that the ANC's emphasis was on the applied sciences in teaching, technology, and information technology to make education in South Africa more market-oriented in primary schools.

### **2.7.2 Curriculum change in the post-apartheid era**

South Africa's transformation in the education system is under a major overhaul as the effects of the apartheid curriculum are being scraped off and a new (history) curriculum is to emerge. This research aims to analytically deliberate the political essentials that influenced (history) curriculum change in the evolution from apartheid to a democratic South Africa. Cole and Barsalou

(2006) argue that societies reviving from turbulence conflict are looking for ways on how to deal with past experiences and perspectives, especially when the past involves victimisation memories, death cases, and devastation so extensive that many people are seriously affected.

It is imperative to define the concepts of 'curriculum' and 'transition' since the question it needs to address is based on these two concepts. The term "*curriculum*" is derived from the Latin word "currere" which means "to run" or "race". It simply means the course of study, (Lumadi, 1995:10). This restricts the opinion of curriculum as being hazardous on their part because it provides the state of imposition of their ideological beliefs amongst many people and makes power in governance to be monitored.

However, for Carr (1998), a curriculum involves more than the content or subject matter that is taught in various schools, but also involves instructional methods, learning and teaching objectives, classroom organisational format, and assessment methods. He further postulates that curriculum plays a pivotal role in social spheres and political spheres of a community in inaugurating learners into the culture of learning practices in teaching and social friendships of their society. It means that a curriculum is a contextualised social course.

Additionally, according to Jansen (2007), transition is the progress from one political regime to another". In the South African context, it would mean "changing from the apartheid system to a democratic system.

Based on the above definitions of curriculum and transition, the education system was in the process of moving from apartheid to the democratic system in South Africa. In the political context, the country desire to make a new South Africa ready to do away with a traumatic period. Hence Weldon (2009:177) postulates that in transition societies, education policy seems to be very crucial for asserting political mandate. Part of the process of 'progressing on' is progressing a common national identification, which indicates thoughts that acknowledge the disturbance of the past.

But ironically Christie (2006:375) believes that it is crucial to cherish that the 'government of practice' and 'rescuers' of governmentality are not rational laws; they are the products of 'trivial circumstances' and chance happenings, thoughts and bewilderments, as well as computations and approaches in the execution of power. It means that whatever political essentials that were taken by the then ANC-led government were to show that they could rule a modern state and timeously legitimise itself but have no desire of the people.

For a new government to make decisive decisions, it means engaging with the then established rules and processes, as well as established sources of knowledge that identify and contain issues in particular ways (Christie, 2006:377). It needs the ANC-led government to put efforts in addressing the social welfare of South African people.

However, those political essentials and requirements in society are based on how the conflict was attended to. In the South African context, this disagreement was determined through political understandings that ensued in many political settlements. Lastly, the Government of National Unity (GNU) was formed as part of moving away from this period. The Truth and Reconciliation Commission (TRC) was also constituted (Weldon, 2009:177).

However, for Jansen (1999), the political essentials that influenced education policy and curriculum change in the transition period should take into cognisance and in the context of 'compensatory legitimation' or 'political symbolism. This means that any decision that was taken by the state concerning education policy or curriculum change was an indication that the government is progressive in educational matters.

According to Tarvvinga and Cross (2012:140), Jansen (1999) further suggested that a political symbolism is constructed, and a curricular revision process should be comprehended in the context of bureaucratic and constitutional constraints of political change under a GNU. Due to the weakness and vulnerable political leadership in the education ministry, this propelled the pressure received in the ministry of education and the media contingents. symbolism is intended to relocate people and reset their



mindsets by giving them and change in the curriculum or the country cannot reverse the decision taken.

There were also some key players that were part of restructuring the curriculum and education policy change. These were university-based intelligent academics, the ANC, and unions like the National Professional Teachers' Organisation of South Africa (NAPTOSA), South African Democratic Teachers Union (SADTU), and the Suid-Afrikaanse Onderwysers Unie (SAOU) (Chisholm, 2003:2). The curriculum change restructuring post-1994, according to Jansen (2001:43), attempted to change in the minimal term, the racist, sexist and obsolete content hereditary from the apartheid syllabi, which was still widely utilised as a result of the first democratic elections on the 27<sup>th</sup> April. It came in two major curriculum shifts taking place in South Africa since 1994, the comprehension of the curriculum change should be based on the political context as the new democratic governance cannot inherit the apartheid syllabus.

According to Weldon (2009:180), the policymaking was described by the politicians as the lawmakers and comprised of the interests and belief that the transfer of power and of national reconciliation had been done accordingly. The second change was done after the election in 1999 (which stopped the GNU) when the ANC won the majority support to govern – this presented them with the opportunity to change the curriculum. Different ideologies and political systems were denied the opportunity to come into existence by the Department of Labour and academics. The nature of settlement was agreed upon through the structuring of the education policies in the early phase of the transition.

However, the GNU experienced challenges in the policy proposals that were defective in their making and that incorrectly judged the educational context and changes on the ground, (Christie, 2006:374). This may be the reason Weldon (2009:180) suggested that this had consequences in educational history. The reconciliation process was introduced to pardon and adopt the compromise made in education changes in South Africa. During the

democratic period, South Africa introduced three national initiatives focused on schools, namely, national, provincial, and regional (district) initiatives. According to Jansen (1998), the first attempt was to eliminate the apartheid curriculum (school syllabuses) which did not receive approval from all quarters. However, the most popular curriculum policy since the emergence of the democratic government is referred to as the NCS.

The first initiative in curriculum change was C2005 (the first post-apartheid curriculum), which was an outcome-based approach to teaching and learning which unified subjects to be called learning areas. The main aim was to develop social cohesion in the new South Africa, advocate for crucial democracy and at the same time devotion to an economically thriving country. According to Tarvvinga and Cross (2012:128), C2005 was, therefore, a settlement curriculum which showed and encapsulated elements of constructivism, progressivism and traditional essentialism, and traditional curriculum and pedagogy, as it is a noticeable paradigm shift from a subject-dominated to an integrated curriculum with an active learner and a teacher as a facilitator.

Sadly, in disciplinary measures, the history subject was not considered because at the time the country was unsure (or perhaps did not know) of which history was 'best' for teaching in the new South Africa. However, the past cannot be avoided in the curriculum change and expression of new values and a national identity located in an economically advantaged nation, (Weldon, 2009:180).

The emphasis on science and technology in a curriculum represents a shift toward the process of positivism and implies that a reactionary conservatism, which promotes an undialectical and a dimensional view of the world at large, (Bam, 2000:5). This only means that effective long-term curriculum planning cannot be maintained timeously (the curriculum is changed because of political practicality).

In addition, Bam (2000:2) declares that South Africans are wrestling with global results, while concurrently facing the task of building the nation and

healing people. Another reason C2005 was established was that the planner could not recognise the importance of history, thus creating the impression of denial, but, while history was not officially included in the formal education curriculum, a new official narrative was introduced through TRC and the curriculum commission, (Weldon, 2009:181).

Although the TRC was regarded as a tool for building a nation, it was also narrowed and changed in its historical comprehension in its investigation approaches or mandates and had limitations because it viewed apartheid as an architect of racism, such as its historical roots in slavery form, colonialism in our country, and industrial revolution in other provinces like KwaZulu Natal and Limpopo, (Bam, 2000:5).

With C2005 failing to give the desired or envisioned results, a review committee of the system was constituted in 2000 to deal with many factors that affected the educational system, particularly during Kader Asmal's tenure as Minister of Basic Education. According to Chisholm (2003:4), in order to address the problems that affected the educational system and curriculum 2005 at that time, the review committee suggested the emergence of a revised curriculum structure supported by changes in teacher orientation and training, learning and teaching support materials and the organisations, resources from the government and members in the curriculum review committee, and purposes in national and provincial education departments. This was yet another major direct shift that needed to be undertaken cautiously, which was a cost-effective process.

Within these endorsements made by the review committee in curriculum change, history was to be included within the formal education system. The development and establishment of the RNCS aimed to promote abstract coherence, have a clear structure, and written in plain language. It was designed to enhance the values and skills of a society working towards social justice, equity and development through creative, critical and problem-solving individuals, (Chisholm, 2000: viii).

With regards to the introduction of history in the curriculum as a subject to be offered in schools, there were a lot of competitions concerning what history should be offered and which one should be left out. Common elements of the dissertation were opposition to change in the curriculum, to the alleged values and attitudes that informed the curriculum, different religions, sexuality in the curriculum and exposure of their children to heathen faiths and cultural practices as the Africanist values that strengthened the history curriculum, (Chisholm, 2003:8).

However, the history curriculum that arose in South Africa during the second phase of curriculum revision did not follow the predictable course evident in other post-conflict societies, such as eastern Europe, of disapproving the past and celebrating the present and new heroes. Rather, what was done, was an official history which aimed at allowing the unofficial, the hidden, to become clear, (Chisholm, 2004:188).

With such events having been unravelling right in front of our eyes, one wonders if we had an unwilling state to change the status quo? However, one can never deny the fact that the new democratic dispensation in South Africa was clearly dealing with the curriculum change of creating a new South African country that could work in and get a place in the larger world. However, for Jansen (1998a), suggested in Tarvuinga and Cross (2012:141), there is no way of understanding such behaviour outside of a political perspective of country and curriculum in the South African transcending.

Tarvuinga and Cross (2012:146) presented a stimulating question “what ought to be the new role of curriculum change in scholars who were unvaryingly absent, silent bystanders, aggressive people or supporters of the bureaucratic project?” It can assist the country to have a good understanding of the change in the curriculum and have an expressive discourse.

In concluding, the researcher attempts to analytically deliberate the political essentials that influenced curriculum change in the evolution from apartheid to a post-apartheid South Africa. Drawing from Cole and Barsalou (2006), in communities recovering from violent disagreements, how to deal with the past

situation, especially when the past situation evolves around the thoughts of injustice and victimisation, death, and devastating so widespread that many people affected, it makes it difficult to apply the curriculum change.

### **2.7.3 Limitations of C2005**

This research focused on the report of the Review Committee on C2005. The Review Committee strongly recommended that they rule out an outright rejection of C2005, but its structure was done to bring about an implementable, streamlined curriculum for the 21<sup>st</sup> century referred to as 'curriculum'. Professor Chisholm stated that most teachers know how to teach through basic OBE principles but there was a need for clarity, simple essentials and independent professional support.

Chisholm said the Review Committee would like to analyse the NCS separately, but the teachers see it as the same thing. Three main areas requiring focus are: the confusing C2005 debate; the overcrowding of classes with insufficient time for the development of effective reading skills, basic mathematics and science definitions; and the weakness of design features furthering sequence, pace, progression, as well as fewer workshops or training of teachers in primary teachers. To deliberate the flaws in C2005, they suggested an introduction of a revised curriculum structure reinforced by:

- Education strategy by teachers
- Multiplication of learner support materials or resources
- Re-arrangements of curriculum meanings in national and provincial education departments
- A reduced implementation pace

In June 2001, the NCS was established to address the flaws in C2005 thus the Minister of Education took a decision on 19 June 2000 about alterations to C2005. The Review Committee was commended by the teacher unions but felt that certain areas did not receive attention in its recommendations as people were dissatisfied. The SAOU, as a union, revealed the challenges in

the assessment. The review committee was interested in the introduction of C2005 in Grades 4 and 8 (although it was phased out in 2001), pointing out that this would create more confusion or commotion in the teaching environment.

The union stated that teachers should not be involved in the curriculum change until planning and when workshops for the curriculum implementation have taken place. NAPTOSA further added that assessment should be maintained but it should be hypothesised. The union suggested that “all curriculum education support services be trained. Regarding curriculum implementation by NAPTOSA, a special project team to organise and manage learning support materials created in the province should be implemented.

According to SADTU, it is believed that the NCS provides a framework for the development of relevant curricula which advocates the essentials of the learner and society. SADTU recommended the steadiness of training so that all stakeholders should develop the common understanding of the NCS.

Furthermore, the workshops or training model was not effective for teachers, and training was not received well by teachers during monitoring and evaluation, advisory, and follow-up sessions. The imbalances, dilapidated infrastructure, lack of learning materials, and human resources create stumbling blocks for the NCS implementation, especially for schools in disadvantaged communities. The area of assessment also requires correction.

During 1997, the Minister of Education, Professor Sibusiso Bengu announced the acceptance of the new policy known as the New Curriculum, an internationally used form of standard-based national curriculum-linked to formative and continuous assessment rather than summative assessment, (Chisholm, 2005:80).

However, Tshiredo (2013) mentioned that the New Curriculum has always been criticised since its emergence and implementation in South Africa. The

Review Committee has always criticised the New Curriculum's features. It further stressed that the NCS implementation was affected by the following (Chisholm, 2005: 87):

- ❖ A distorted curriculum structure and design.
- ❖ Language difficulty.
- ❖ Misconceptions between curriculum and assessment policy.
- ❖ The inadequate orientation of teachers, training of teachers and the development of teachers.
- ❖ Lack of learning support materials that are variable in quality.
- ❖ Shortage of teachers and teaching materials to implement and support C2005.

The Review Committee also highlighted that attention must be given to implementation flaws related to inadequate resources, unmanageable timeframes for implementation and irregular monitoring. Moreover, the NCS has always been disapproved even in countries like the United States of America (USA) and Australia where it first emerged before it was implemented in South Africa, (Chisholm, 2005:87; Van der Horst & McDonald, 1999:16).

However, 11 curriculum planners were told not to meddle with what is working from the old system and help teachers to understand the new method of teaching and learning by comprehending the new methods underpinning the new curriculum reforms. Furthermore, Lovat and Smith (2003:210) emphasise that for the success of primary schools in curriculum implementation; there must be more stress on the enhancement of teachers and shared thought so that teachers comprehend the reason for alteration.

As a result, no explanation about changes, inadequate training skills, lack of workshops, knowledge to perform the new role and unavailable required learning materials might contribute to teachers' lack of motivation, which might affect the success of changes that need to be implemented, (Jackson, 1992:206). This concluded in the introduction of the RNCS. The researcher

addressed the challenges experienced in the NCS for the DoE to implement the relevant CAPS in all primary schools. These challenges can be addressed through common assessments in different circuits in the Vhembe District.

#### **2.7.4 Implementation of the Revised National Curriculum Statement**

The RNCS was a newly developed curriculum that was established to make C2005 more effective in implementation (DOE, 2002:5); the RNCS is an embodiment of the nation's social values, skills, attitudes and its expectations of roles, rights, and responsibilities in the democratic South African citizen as expressed and enshrined in the Constitution.

This new curriculum was established to fully develop a learner and to prepare such a learner as a South African citizen. The RNCS (2002) developed set standards of different learning areas and highlighted the minimum knowledge, values, and skills for learners in all grades. In this way, the RNCS developed learners' skills. Furthermore, the RNCS aims to achieve a clear and more accessible design and influence the use of language in all scenarios. The learning outcomes and assessment standards planned to design a phenomenon that clearly describes the goals and learner outcomes to progress a successive level of the system. Within each learning area, the RNCS presents challenges, knowledge, values, skills, and attitudes for learners to progress to the next grade.

Chisholm (2005:80) and Bantwini (2009:171) state that the review of C2005 in 2000 paved a way for the formation of the RNCS which was a rationalised version of C2005". In support of this, the DoE (2002:2) states that this curriculum will reinforce the implementation of the NCS, human rights, and inclusivity. Chisholm (2005:88) further adds that the rationalised revision by the then Minister of Education, Kader Asmal, was crucial in the light of existing imbalances of the disadvantaged schools which had overcrowded classes and many untrained teachers in learner-centred education. However, SADTU recommended the RNCS revision for its clarity and accessibility and expressed support for the underlying principles of the revised curriculum, (Chisholm, 2005:90).



The key principles that indicated changes in the RNCS were the collective established outcomes and the assessment standards which show the skills, values, and knowledge required. The RNCS was established under the following principles, namely simplicity and accessibility; series of progression and integration; advanced high level of skills, values, and knowledge; social justice for all learners – a healthy environment in schools, human rights, and inclusivity ;and focus is on schools and it takes into consideration that all learners should have access to a meaningful education.

These are teaching methods that might aid learners to understand scientific ideas (Yip, 2000:758) stated as the constructive development and use of the application in scientific knowledge and comprehension, the development of scientific process skills in different settings and have a sense of appreciation of the relationships and responsibilities between science, society, and the environment (DoE, 2002).

According to the RNCS policy document from 2002, the RNCS was not an emerging curriculum but an enhancement of C2005 which confirms its commitment to the curriculum and was regarded as the NCS (Chisholm, 2003:189). As a preamble in the foreword of the English Home Language Foundation Phase CAPS document, Angie Motshekga, current Minister of Basic Education, states that the NCS (2002) was redesigned in 2009 and revised due to continuous implementation problems thus the CAPS was instituted, (DBE, 2009:50-52).

On 3 September 2010, the South African government proclaimed that the C was not a new curriculum but a revised document of the NCS, according to the current Minister of Basic Education. Du Plessis and Marais (2012:1) opine that the CAPS as an enhancement to what we give (curriculum) and not how we teach (teaching methods and strategies). Mbingo (2006:14) poses the question what are things that compel the DBE to change the curriculum? The researcher rephrased the question to Why is there always a curriculum change? If we know the reasons behind the curriculum change, we are likely to provide solid reasons for what the changes address as well as the

concerns raised. We can also look at the context in which such change is taking place and evaluate for the extent to which the suggested curriculum changes are likely to succeed. The Minister of Basic Education provided reasons for the remodelling of the curriculum, namely; a large number of learners not able to read and write, including the issues raised by learners, teachers, and parents (Chisholm, 2003:188).

The main aim of the CAPS is to make teachers understand the notion of back to basics, doing what they normally do. Individuality will replace group work and learning areas and learning programmes will revert to their original name of subjects. The learning outcomes and assessment standards will be referred to as topics. According to Curriculum News (2012), the CAPS will provide full details of each subject and topic to be prepared and taught weekly.

### **2.7.5 Emergence of the Curriculum and Assessment Policy Statement**

The researcher has noticed that the alterations introduced in the revised curriculum gave the need for the orientation of the curriculum advisors and re-skilling of teachers on theory and practical teaching strategies. The Curriculum News published that the knowledge orientation and teacher workshop would take place during June and September 2015 for subject advisors and teachers, respectively. The National Task Team (NTT), which composes of provincial personnel based in the nine important areas of the curriculum and those with little or more skills in technical mathematics and sciences, was invited to drive the workshop process.

The workshop manual for civil, electrical, and mechanical technology has already been established to normalise the workshop to be delivered by various service providers. The training and workshop training processes form part of the curriculum implementation of the mathematics, science, and technology strategy.

Looking at the nature and scope of the curriculum implementation, the DBE was of the idea that teacher workshops for technical subjects should be done in a technically oriented hall in order to provide teachers with a practical

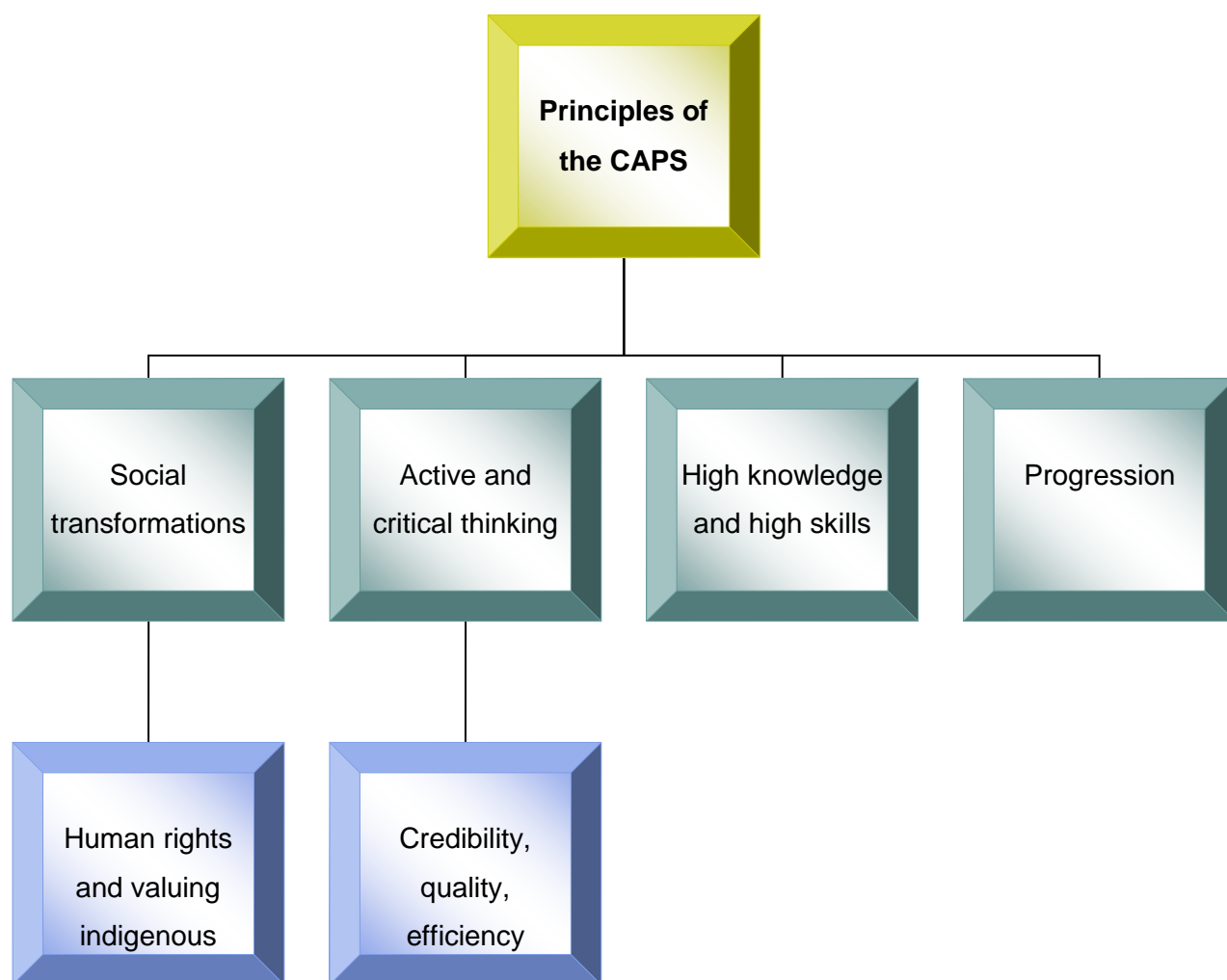
session that will expose them to subject related equipment, tools, and machinery supplied by the DBE. It was, therefore, in that context that skills training centres were allowed as the preferred workshop venues. The CAPS was instituted but it was costly as many resources are not available locally and need to be procured by the DBE supply chain management. Figure 2.5 highlights the curriculum change timeline in South Africa.

Year	Curriculum change
1992	National Education Policy (NEP) investigation publishes a set of policy alternatives to apartheid education
1994	Democracy in South Africa
1995	Apartheid syllabi are cleansed in terms of race and gender stereotypes. A Resume of instructional Programmes in Schools, Report 550 becomes interim syllabus
1996	Learning area committees develop outcomes
1997	Curriculum 2005 (C2005) is piloted in some schools
1998	C2005 is implemented in Grade 1
1999	C2005 is implemented in Grade 2. New Minister of Education commissions a review of C2005
2000	Implementation of C2005 continues for other grades for GET C2005 review committee report published
2001	C2005 revised and Revised National Curriculum Statement (RNCS) for grades R-9 published for comment
2002	RNCS for grades R-9 published
2003	Teachers trained in NCS
2005	Implementation of RNCS for GET
2006	Implementation of NCS for FET
2008	First grade 12s write a new Outcomes-based NCS examinations
2009	New Minister of Education calls for a review of the NCS
2010	All grades and the subjects of NCS revised to create CAPS
2011	CAPS finalized. Teacher training for CAPS implementation commenced
2012	CAPS implemented in Foundation Phase and grade 10. Implementation for other grades planned for 2013 and 2014

**Figure 2.5: Curriculum change timeline in South Africa (Hoadley & Jansen, 2012)**

## 2.7.6 Principles of the Curriculum Assessment Policy Statement

According to Curriculum News (2012), CAPS is based on the following principles:



**Figure 2.6: Principles of the CAPS (DBE, 2012)**

- ❖ **Social transformation:** ensures that the educational inequalities of the past education system created by apartheid are reintroduced and that equal educational opportunities are given for all provinces. The review committee ensured that there is social cohesion, particularly in model C schools and public schools. The transformation was done with the idea of transforming it to suit all stakeholders in the Republic of South Africa.

- ❖ **Active and critical thinking:** the main purpose of this emerging curriculum was to give motivation in a functioning and significant approach to learning by the teachers and learners, rather than memory and not critical learning of given information.
- ❖ **High knowledge and high skills:** this principle will develop the minimum principles of knowledge, values, and skills to be acquired at all grades and set advanced, good normal standards in all offered subjects; this allows the learners to go to TVET colleges with good knowledge and skills to do vocational training.
- ❖ **Progression:** the following codes were used to indicate a learner's progress in Terms 1 to 3, namely, "Achieved" and "Not achieved". In Term 4, the policy dictates that the learners' progress should be stated as "Promoted" or "Not Promoted". The principles of progression are changed annually by the provincial departments to meet the minimum required standards. The context of each grade is defined in the principles of progression.
- ❖ **Human rights, valuing indigenous knowledge system** instils the principles to be followed and roles to be considered of social and environmental justice and human rights as enshrined in the Constitution of the Republic of South Africa. The NCS Grades R-12 is pivotal to the roles of diversity in nature such as poverty in the community, imbalances, race issues, gender of different age groups, a language in all spheres of the country, age, disability, and other factors related to the above principle.
- ❖ **Credibility, Quality, and efficiency:** providing a credible education that is admirable in quality in all quarters of the country, breadth, and depth to those of other countries.

### **2.7.7 Principles used in the process of implementing a new curriculum**

Hargreaves (1994) argues that the process of implementing the new curriculum was conceptualised in the following ways:

1. **Making sense of why a new curriculum is necessary:** refers to the way in which the curriculum change is connected to the political economy and social development. The main aim of changing the curriculum is to close the gaps in learner achievement.
2. **Understanding the change process:** many fronts need to be changed in the implementation of a new curriculum. When changing the curriculum, the teachers are obliged to comprehend the complexity and internal dynamics in the education system. The teachers are further persuaded to understand the change process and all reforms they must follow to apply it.
3. **Capacity building:** capacity is the key role to be considered in the curriculum change. In the process of change, capacity building is covered in the policies, strategies, approaches, and resources. The knowledgeable people are assigned with the duty to assist in the change of the curriculum to meet the criteria of implementation.
4. **Developing cultures of learning:** successful curriculum change includes learning during the CAPS implementation. The curriculum change should influence the learners to have an interest in learning and assisting others in society.
5. **Developing cultures of evaluation:** the issue of assessing the implementation is embedded in the culture of teaching and learning. The learners would be able to gather and analyse the data as the introduction of the new change in the curriculum. The parents receive quarterly reports about the learners' performance.
6. **Developing leadership for change:** the new curriculum needs to build leadership amongst the learners. It needs to be holistically in nature

and the teachers need to understand the ingredients of the change in the curriculum.

7. **Utilising the ideas that already exist in the school:** teaching improvement relies on the new curriculum to implement the curriculum. The absence of the ideas in the curriculum change is regarded as the missing link.

### **2.7.8 Aims of the CAPS**

The purpose of the CAPS is to train learners to:

- Identify and have a sense of problem-solving and being able to make conscious decisions using critical and creative thinking skills.
- Promote effective reading as individuals and with others as members of a team to assist in knowledge transfer.
- Organise their involvement in learning and managing themselves to ensure responsible participation in activities.
- Collect information and analyse it before evaluating it.
- Communicate using visual symbols and skills in various languages.
- Use science and technology skills effectively in their country, with a focus on sanitising and health-related issues.
- Demonstrate a comprehension of the provinces and recognising that problem-solving requires everyone to work together.

### **2.7.9 The key to managing inclusivity in the CAPS**

The aim is to ensure that the barriers are highlighted and addressed by all support structures with the assistance of the teachers and to provide learners with advanced skills to:

- Identify and have problem-solving skills for making good decisions.
- Work effectively with all the people and members of support teams.
- Organise and manage themselves through activities.

- Collect, analyse, organise and critically evaluate information using advanced skills.
- Communicate effectively and efficiently under the following skills, namely, symbolic and language.
- Use science for scientific purposes and technology for technological purpose.
- Demonstrate a comprehension of the provinces.

### 2.7.10 What other changes have been made to the General and Further Education and Training National Curriculum Statements?

**Table 2.1: The weighting of School-Based Assessment and year-end**

<b>Phases</b>	<b>School-Based Assessment component %</b>	<b>End of year examination %</b>
Foundation Phase	100%	0%
Intermediate Phase	75%	25%
Senior Phase	40%	60%

**Table 2.2: The seven-point rating scale currently used in Grades R-12 in all terms**

<b>Achievement Level</b>	<b>Achievement Description</b>	<b>Marks %</b>
7	Outstanding Achievement	80-100%
6	Meritorious Achievement	70-79%
5	Substantial Achievement	60-69%
4	Adequate Achievement	50-59%
3	Moderate Achievement	40-49%
2	Elementary Achievement	30-39%
1	Not Achieved	0-29%



### **2.7.11 What are the implications of curriculum remodeling in the Foundation Phase (Grades 1-3)?**

The Foundation Phase learning programmes added four subjects to include the teaching of English First Additional Language.

The subjects to be offered in Grade1–3 include:

- Home Language (Tshivenda, Xitsonga, Sepedi)
- English First Additional Language
- Mathematics
- Life Skills

### **2.7.12 What are the implications of curriculum remodeling in the Intermediate Phase (Grades 4-6)?**

The following alterations were implemented from 2013:

- The learning areas were reduced to six subjects and were changed to the subjects in the Intermediate Phase. The new idea was that in Grades 4-6, Technology is combined with Natural Sciences, Arts and Culture is combined with Life Skills, and Economic and Management Sciences is only offered from Grade 7.

There are six intermediate subjects, namely:

- Home Language
- First Additional Language
- Mathematics
- Natural Sciences (including Technology)
- Social Sciences
- Life Skills (Creative Arts, Physical Education, and Religious and Moral Education)

### **2.7.13 What are the implications of curriculum remodeling in the Senior Phase (Grades 7-9)?**

In the Foundation and Intermediate Phases, the CAPS subjects will replace the current Subject Statements, Learning Programme Guidelines, and Subject Assessment Guidelines. The number of subjects to be offered remains the same in both the Senior and Further Education and Training Phases.

#### **2.7.14 Differences and similarities between the National Curriculum Statement and the Curriculum Assessment Policy Statement**

The researcher identified the differences between the NCS and the CAPS:

- ❖ All the documents include the knowledge, skills, and values to help the learners.
- ❖ The NCS had the following, which are not reflected in the CAPS:
  - The integration is present within all subjects
  - The articulation of words and portability is more convenient
- ❖ The difference in the underlying educational principles:
  - The NCS is defined as “participatory, learner-centred and activity-based education”
  - The CAPS is defined as “to encourage an active and critical approach to the learning situation, rather than memory and not critical learning of given understandings”

The researcher further identifies the similarities between the NCS and the CAPS:

- ❖ Both the CAPS and the NCS contain a list of principles
- ❖ Both the CAPS and the NCS documents maintain that the curricula are based on a high level of skills and knowledge
- ❖ Both the CAPS and the NCS documents give a progression of definitions

#### **2.7.15 Advantages of the national curriculum**

The national curriculum had the following advantages, namely the topics to be taught are illustrated in the form of guidelines, the frameworks of the tasks to

be taught or implemented are indicated, there is a common agreement on broad common principles to be followed, it provides equality in educational opportunity and assesses knowledge for all learners, Its main goal is to advocate vocational success for all individual learners, it is easy to share electronically with all schools, inexpensive, covers all political information and agendas, it ensures that teachers become facilitators, it prioritises on basic skills, it utilises tests to assess learners' knowledge, its skills are based on the behaviour, artefacts, and objective of learners' and it is easily accessible by all stakeholders.

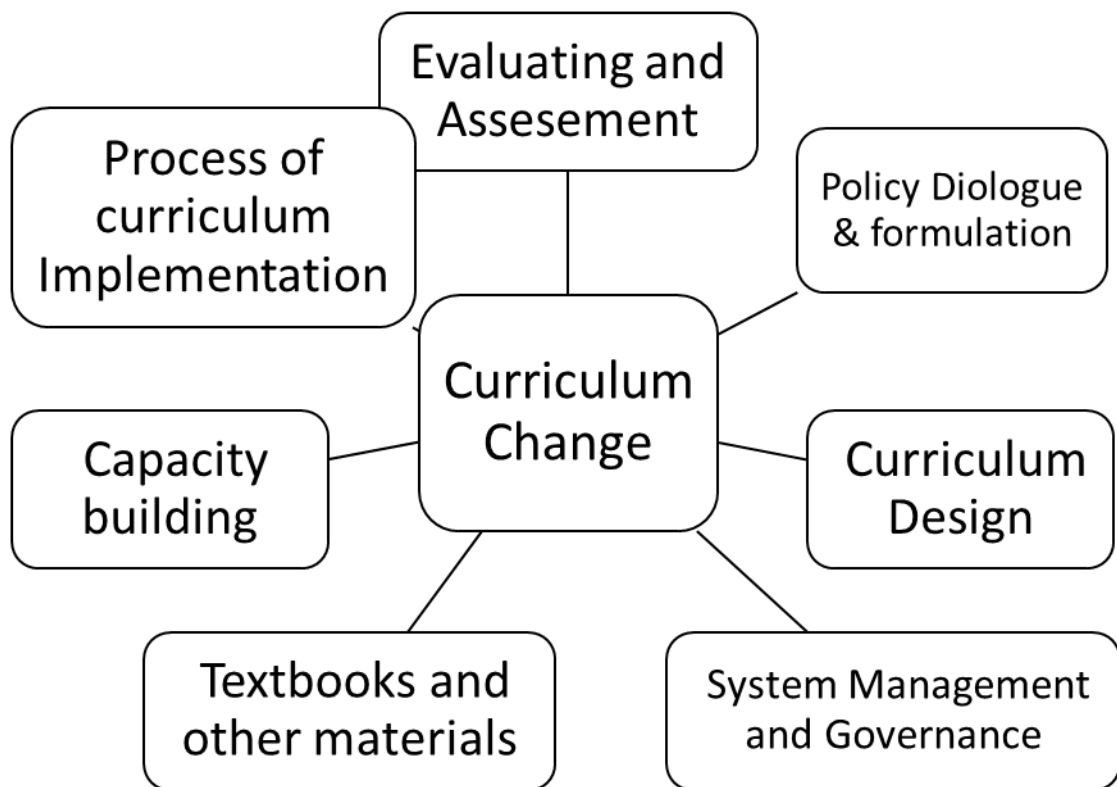
### **2.7.16 Disadvantages of the national curriculum**

The national curriculum had the following disadvantages:

- Learners' achievement is measured by external tests.
- It focuses on the result rather than process; therefore, it is void of critical thinking and problem-solving.
- It focuses on societal needs.
- It focuses on the goals or objectives without critical conversation.
- It is less professional in freedom and self-judgement, nonetheless, teachers are regarded as technocrats.
- It promotes competition between learners.
- It does not focus on the values of the subject.
- It does not focus on the complications of curriculum improvement.
- It lacks value embodied in the democratic process.
- It focuses on standardised tests.
- There is no interaction between learners and teachers.
- It focuses on observable behaviours, artefacts, and objective results.
- It leads to the testing of low-level knowledge, understanding, and memory emphasis.
- Does not allow for creativity.
- Ideologies are imposed.
- Religion is imposed.
- It gives a false sense of democracy

- The community cannot support the national curriculum.
- The scope is narrow.
- It ignores the curriculum development process.
- It focuses on subject-matter rather than being personalised for each learner.

### 2.7.17 Facets of curriculum change in the education system



**Figure 2.7: Curriculum change (Resource Pack, 2019)**

This research suggests a complete strategy for curriculum change. It starts by putting the curriculum within the broader skeleton of the framework of quality education and efficient education policy. The features of curriculum change in the education system, according to Gultig, Hoadley and Jansen (2002:16), include the dominance of outputs expected over the required input.

The four visible features in the curriculum change globally include the following:

- The impassive learner and ideas of individuality and difference whereby all learners can learn and succeed, but not necessarily on the same day or in the same way. This includes the support of individuality and distinctions of the individual learners (Gultig, 2002:62).
- The strong teacher who, rather than following a prescriptive curriculum, makes thoughts about what to teach and how to transfer it.
- The relative significance of activity and skills as the basis for knowing and knowledge.
- The relative importance of induction over deduction.

Curriculum change is “a dynamic process aimed at ensuring the relevance of learning”. It is, therefore, “a core module and key entry point for the whole resource pack”. There are other modules that focus on the curriculum change that should be addressed on the context-specific challenges they face:

#### **2.7.17.1 Policy dialogue and formulation**

This module investigates the detail of the change policy, first by examining possible things that can prompt and facilitate the policy change. Secondly, check the analysis of the strength and weaknesses in the local contexts. This will assist in identifying the people who will assist in this policy formulation in the education system. The policymaking involves many stakeholders in policy debates and formulating, as well as the identified possible cause of the resistance of teachers in changing the policy.

#### **2.7.17.2 Curriculum design**

It is the design that will assist in the implementation of the curriculum. This module gives a generic design for curriculum frameworks and explores the relationship between typical elements that can be found in educational frameworks. It gives an overview of different methods to the course of briefing what learners know and focuses on various learning cycles based on the designing of objectives, skills, values, and competencies amongst the

learners and set of standards. It must be known that curriculum design has its implications for the structuring of learning content, time and space available at all school levels.

There are some political factors that influence curriculum design. From the researcher's experience as a teacher, philosophy has a significant influence on the education system as:

- Politics determine and define the goals, content, learning experiences and evaluation approaches in the education system.
- Political considerations play a pivotal role.
- Politicians decide on the funding of education and the incorporation of the system.

The community has its expectations about the aims and objectives that should be considered when designing the curriculum. It has also thought of what the product of the school system should look like. It is, therefore, necessary for curriculum designers to consider these societal considerations. Moreover, economic factors influence curriculum design. Therefore, the national curriculum should focus on the requirements of the economy. For example, learners are taught to be skillful. The skills, knowledge base and attitudes required by different institutions, and the government itself, should be developed in the classroom.

### **2.7.17.3 System management and governance**

This investigates the ideal relationship between management and school governance. These modules will determine the success of the curriculum development. The principles need to be consistent in order to explore the significance of effective management and leadership in the processes of curriculum development.

The module further focuses on the rationales and modalities for effective management and governance, this considers the need to structure the balance between centralisation and decentralisation. It examines the issues related to the local curriculum in any regional or provincial context. This attempts to verify and clarify the different practices in curriculum associated with the releasing of power to the lower level (decentralisation) and allowing the people to choose whether they want to own their lower the levels.

This encourages the view that educators should make or adopt a management and governance style that is universal and can be applied to the principles that apply to all.

#### **2.7.17.4 Development of textbooks and other teaching/learning materials**

The policy is designed in line with textbooks and teaching or learning materials. It dedicates its role of different stakeholders in the education system in the releasing and dispatching of the textbooks.

The DoE is not excluded as it is the provider of norms and standards that are preferable for the curriculum, i.e., 60% of the money allocated. The teachers are invited to the meetings for the selection of the pacesetter's topics and relevant textbooks. Some ideas for the selection of textbooks and production are given concerning the curriculum needs of the learners.

#### **2.7.17.5 Capacity building for curriculum implementation**

Capacity building workshops need to be conducted to appraise how the teachers implement the curriculum. This capacity building will assist in the development of knowledge, values, skills, and insights of the learners – this will aid the teachers to understand how well curriculum implementation has been received in various schools.

The workshop will focus on several things that are beneficial to the schools, namely, policy formulation, curriculum design, development of textbooks, and

piloting of the schools to introduce the curriculum implementation. Capacity building for curriculum change is explored in the context of new teaching, learning methods and information attained, and communications technology to be used to convene the capacity building. This discussion emphasises many elements, including the need for carefully looking into capacity building, and prioritising the areas for curriculum empowerment to advance the change process.

#### **2.7.17.6 Processes of curriculum implementation**

To examine and clarify the models of curriculum implementation, the curriculum implementation must be done with caution and understanding. Many issues are relating to the implementation of the curriculum are explored, namely.

- The application process of planning
- Checking the funds and resources received to aid the implementation
- Piloting of the curriculum poses a threat to the DBE
- The capacity-building workshops for teachers
- The teachers' efforts in implementing the new curriculum.

#### **2.7.17.7 Curriculum evaluation and student assessment**

Curriculum evaluation is defined as the analysis of the implementation of the curriculum. The teachers' and learners' feedback about the curriculum should be assessed whereas the rationale for implementing the curriculum is to evaluate the effectiveness of the curriculum policy and components. In addition, the teachers must evaluate learners' tasks, and curriculum advisors or teachers must assess the implementation of the curriculum. The opinions of different stakeholders are important and quantitative data obtained in the analysis can be useful.

#### **2.7.17.8 Conceptualising education from a South African perspective**



Education is a societal matter that involves everyone. According to the DoE (2003), the values of the teachers and learners are the backbone of society, custom-designed from the education and culture of society and assist in creating values that are vital for formulating education policies. The transition, as a process of curriculum change, must be considered a societal interest. Furthermore, South Africa is focusing on radically changing the education curriculum. The system is overhauled from the apartheid regime and this is considered a priority in building the new democratic South Africa, (Valero & Skovsmose, 2002). Post-1994, after the first democratic election, a new system of education was suggested by the government. Mda and Mothatha (2000:6) state that the written directives: education and training with an integrated approach, OBE, lifelong learning in the system, access to the education system, training for all teachers and subject teachers, equity in all spheres, redress the problems created by apartheid regime, and transforming the legacies of the past.

Looking at the curriculum change process, the curriculum content, and educational achievement, this will give the learners and teachers a great future in curriculum policies. The teachers need to contribute change in the 21<sup>st</sup> century to create a country that is economically strong, knowledge-empowered, cultural advantaged, has a good comprehension for pressing issues, and build a curriculum that everyone's support, (Costa & Liebman, 1997).

According to the DoE (2003), the purpose of education is to enhance learners so that they can be the future citizens who are mindful, responsible, and who care about their future. Citizenship is one of the many aspects of education. Fullan (1998), states that the aim of education is to prepare learners for life in community. Additionally, Costa and Liebman (1997) state that the intent of education is to help the learner in actualising that he/she is a thinker, clothed with good knowledge and the ability to make a decision independently.

## **2.8 PRIORITIES FOR EMPIRICAL INVESTIGATION**

### **2.8.1 Reasons for curriculum changes in the international context**

Changes in education are guided by an international curriculum. This research explores this phenomenon in two ways. Firstly, it explores what has occurred in Botswana. Secondly, it further explores what has occurred in the USA and Kenya. Changes in education are based on financial status and social change.

Kahn (1990) proclaims that curriculum improvements in Botswana were a result of financial stability. After accomplishing its individuality, Botswana was categorised as a poor disadvantaged country but as the economy grew due to the transaction of minerals, Botswana reskilled technicians and people in the science-related careers that were inexperienced.

In agreement, Bernal (1965) states that no society can do without the amount of science required for the working productive forces. Any country that does not rely on sciences is doomed and it cannot develop the curriculum, (Bernal, 1965). Rantao (1984) further reinforced the importance of science to boost the country's economy as the educational system lags behind in implementing technology.

Moreover, Botswana was compelled to expand its science curriculum to build a foundation for those who seek to pursue a science-related career. The transaction of diamonds improved the science curriculum. Nganunu (1988) also concurred that changes in the curriculum were instigated by social alteration in community and utilisation of science and technology which Botswana sought for. However, the curriculum alterations in post-apartheid South Africa reflect the drifts in the international context. (Rogan & Grayson, 2003:1171). Global curriculum reforms are aggravated by efforts to select a curriculum that focuses on skills improvement, application of knowledge, and problem-solving skills, (Adam, 2009). The changes in the world have impacted the current developments in South Africa.

In many successful countries such as the USA, curriculum changes were not seen as transformation. In the USA, changes in science and mathematics attempted to add value to national security against countries in the East. Many authors suggested that the USA established the concept of 'reform' as to change. Rapetsoa (2017) indicated that preference is since reform entails reshaping, reconfiguring or making different, or bringing improvement, instead of curriculum change which the author claims does not imply improvement. As previously stated, curriculum change is the preferred term in this study. The fundamental purpose of schooling in the USA was to prepare learners to compete in the global market and maintain a high level of security. Rapetsoa (2017) indicated that "preference is based on the fact that reform entails reshaping, reconfiguring or making different, or bringing improvement, instead of curriculum change which the author claims does not imply improvement. As previously stated, curriculum change is the preferred term in this study. The fundamental purpose of schooling in the USA was to prepare learners to compete in the global market and maintain a high level of security".

Rapetsoa (2017) stated "that the purpose also informs how the curriculum should be designed, taking into consideration that it should give the desired output. The reasons behind curriculum change should be based on the country political landscape, subject matter, and society. Schubert (2013:96) has given a chronological perspective of curriculum change in the USA. The period 1943-1953 was when World War II came to an end and people enquired about how to prevent it from reoccurring.

The Cold War (1953-1963) developed during the 'space race' and post-Sputnik period of the Russians. Sputnik was the artificial earth satellite introduced by the Soviet Union on October 4, 1957. It took approximately 98 minutes to orbit the earth on its elliptical path. The launch ushered in new political, military, technological and scientific developments. It further marked the start of the space age and the US-Soviet Union space race (Garber, 2007). This led to the post-Sputnik curriculum change. It is interesting to note how research on teaching and learning, which had gone unnoticed since the 1940s was brought immediately to the centre of attention in 1957 as a basis to regain the competitive edge in the space race.

Schubert (2013:99) explains how the USA was determined to win this race, by using the National Defense Education Act of 1956 to justify federal funds for education based on defense needs. However, disapprovals were levelled against educational improvements in the study of science, (Bybee & McInerney, 1995). The educational improvements brought about serious issues. In Turkey, the teachers aspired to counteract the problems related to curriculum improvements, (Kirkgoz, 2008).

Turkey provided workshops for its teachers to educate them about the history of curriculum, shortage of resources, and classroom insufficiency (Kirkgoz, 2008). The difficulties experienced by teachers after the execution of the CAPS strengthen and confirmed the continuous global debates about mistakes in educational improvements. It further states that policy-related problems in education are not distinctly South African.

The researcher is of the view that educational policies that are not relevant to the society or country they are implemented in are most likely to fail. Kenya's education system has overhauled the curriculum since independence, but that did not get rid of the learners with academic challenges. Moreover, as an emerging country, Kenya changed its curriculum for a new dispensation.

Ogotu (2017:155) articulated that the national policy on curriculum improvements is led by the vision of improving students' learning potential and is guided by the Kenyan Head of State, His Excellency Uhuru Kenyatta and the Cabinet Secretary in charge of Education, Dr. Fred Matiangi. The curriculum change was started in Kenya and focused on Kenya Vision 2030 and the 2010 Constitution of Kenya, the primary purpose of the new curriculum was to privilege the citizens with skills, and knowledge for the 21<sup>st</sup> century that will remain long after curriculum change and that encourages optimal human wealth development.

In addition, Ogutu (2017) stated that education should be seen in an all-inclusive range that comprises schooling and the co-curriculum initiatives that raise, model, and encourage creativity in the child (as a citizen). The Kenyans were inspired by learners' characters, partisanship, and aptitude to coexist as a responsible citizen without religious predispositions.

The suggested curriculum improvements or changes in Kenya are a part of the following worldwide reforms:

- Quality assurance in school
- Educational leadership training
- Enhancement of the learning environment
- Expensive teaching and learning materials for quality education
- Accepted standard of buildings
- Ongoing professional development in teachers and personnel
- Urge towards an inclusivity

The improvements introduce careers and technical schools for early school leavers in junior secondary school to motivate attaining a qualification that serves in dual purposes (i.e., academic and industry) and education as a band from Early Childhood Development (ECD) to tertiary education.

The improvements in the education policies focus on the approach of teaching and learning, centred around the child in totality. Therefore, implementing these improvements in the field will require:

- Reconsidering teacher workshops
- Improving the teacher workshops by awarding certificates as incentives
- Furthering specialisation
- Reinforcement in teaching practice
- Focusing on action research
- Looking at the mentor as a leading role
- Practice in community education
- Buying

➤ Delivery of quality teaching materials

The reforms and reviewing in teacher training are vital, however, in South Africa, it was not considered a precondition when the curriculum underwent several stages of changes. Furthermore, South African teachers' certificates were not upgraded or changed to suit the curriculum reforms.

The CAPS is costly as the quality instructional materials are essential in the implementation process. Ogutu (2017:155) proposed that in order to facilitate the improvements through a proof-based policy, Kenya showed many involvements which have scaled up world-wide, for example, the Primary Math and Reading (PRIMR) pilot, the rolling out of the Tusome national literacy programme and the Primary Education Development (PRIEDE) project have greatly contributed to the evidence in literacy, numeracy, supervision, provision of instructional materials, and teacher support.

Ogutu (2017:155) further postulated that the improvement process was done to produce a comprehensive curriculum that gave a complimentary alternative option, which assists learners with the selection of subjects and develops their interest. The Kenyan government established the Continental Education Strategy for Africa 2016-2025 for maintainable reforms in the establishment of scientific innovation, creativity in acquaintance, and free enterprise.

Ogutu (2017:155) mentions that in the 21<sup>st</sup> century, there is something good in the public which aims to give quality education to limit imbalances. System alterations should focus on aspects of equity in education and equality in people as well as the broader quality education. The improvement process must be included, disruptive in nature, and changed, (Ogutu, 2017).

It is a complicated process that can only be actualised through cooperative relationships between government and other key role players, such as the parents, community, and the business sector. A mindset change was demanded to create a new ethos of progressive reforms.

This study singles out the different roles of the key role players that could add to the success of any guidance experienced in schools and therapy programmes. They comprise of teaching and learning materials, ensure that learners receive guidance and therapy programmes, and involve teachers in guidance and therapy. This example is of a study that sought to determine the dynamics of curriculum alterations in Kenya as compared to South Africa. Moreover, in South Africa, the curriculum changed to the CAPS.

Moreover, the Kenyan government made a conscious decision to change the curriculum. The 2012 report outlined the evaluation of the Ministry of Education in Kenya, it comprised the plans and decisions to be followed to alter the education curriculum through the workshops and meetings. This report needs to be interrogated by the curriculum planners to place Kenya's education on the map to enhance human and economic development.

The plans focused on the purposes articulated as follows:

- To develop the learners holistically to produce emotionally balanced, intellectually matured, and physically stable individuals.
- To introduce competence in the curriculum in teaching and learning rather than taking difficult methods.
- To establish a programme of national assessment that gives the learners an ongoing evaluation.
- To put in place all the structures that can be used to identify and improve the learners' mentality from the onset.
- To introduce the values, social cohesion, and incorporation of the educational curriculum for the promotion of the Kenya society in a harmonious and non-segregated way.

Before British rule, the curriculum in the Nigerian educational system was culture-oriented and informal (Wokocha, 1993). The curriculum, (or rather curricula as different communities had theirs), though not documented, provided for the objectives of traditional education which include the development of character and the latent physical and intellectual skills of the child as well as cultivation of vocational skill, community consciousness,

respect for elders and cultural orientation (Wokocha, 1993).

Wokocha, (1993) suggested that the Nigerian education system curriculum inevitably reflected that of the British following the commencement of colonialism.

The curriculum of the colonial era, according to Wokocha (1993), had the following features:

- ❖ Lack of specific or general objectives.
- ❖ Knowledge was for knowledge's sake.
- ❖ Content was purely theoretical, with little or no emphasis on the practical application.
- ❖ There was no emphasis on the sciences which meant a limitation on technological development
- ❖ Emphasis was on the priority areas of the colonialists. This included the "Three R's" (Reading, Writing, Arithmetic) and religion, the former, apparently to provide clerical manpower and to ease communication, the latter, probably to each control of the people and to develop morality.

Wokocha (1993) postulates that the post-independence era saw the strident call for, and the urgent need for a review of the curriculum to suit the expectations of Nigerians and indeed the world. The immediate post-independence period also saw a worldwide drive towards change in curriculum following the launching of the first manned flight into space by the Soviet Union with that country's Yuri Gagarin becoming the first man in space". This challenge was taken up by the USA under President John F. Kennedy. It meant a drastic review of the curriculum which saw artisans being brought into the formal school system.

In Nigeria, the world-wide movement could not be ignored. It was during this period, for instance, that the Ashby Commission produced its famous report on higher education in Nigeria.



Curriculum reform refers to extensive changes in the curriculum. It is expected to have political and sometimes ideological dimensions". In Nigeria, there are identifiable cases of deliberate effort towards reform either periodically or sporadically.

Though the implementation of the reform efforts render the reality of the efforts suspected, the fact remains that the Nigerian educational system is not running on the colonial curriculum of pre-independence; certainly not on the traditional curriculum of pre-colonisation; nor on the curriculum of the immediate post-independence years. Reform is a continuous exercise and for any curriculum to remain relevant, it must be reviewed periodically. Better still, whatever is arrived at needs to be implemented for the good of the learner and the society.

Here would lie the reality of curriculum reform. Mhlanga enunciated that in Zimbabwe, curriculum alteration was identified as a key point in the educational process that could add value to the innovative capacity of the education institution. These changes in Zimbabwe compare factors that guide curriculum change in primary and secondary education in Zimbabwe and South Africa. It was stimulated by ongoing changes in the curriculum which comprises primary and secondary schools, universities, technical colleges, and teacher training colleges.

Ndawi and Maravanyika (2011) postulated that curriculum change focuses on improvement and innovations; it can bring something new in the country or improve the setup of the state. A curriculum is an action plan of all encountered problems or successes which the learner faced under the supervision of the teacher at school level, (Tanner & Tanner, 1995:158).

According to Gatawa (1990: 8), it is the responsibility of the school to nurture the learner and guide him or her in totality.

One may argue that the implication of the change towards a digital society is that many countries around the world must implement drastic changes in their curriculum (Chikombah, 1986). This is because learners need to develop competencies that are currently not addressed in the traditional curriculum.

Mhlanga suggested that the Zimbabwean Ministry of Primary and Secondary Education introduce an upgraded curriculum where technology plays a key role. This revolution and movement towards a digital world have necessitated improvements in the traditional curriculum.

In subjects such as geography, new concepts such as geo-information systems, georeferencing, geoinformatics, and remote sensing were recently introduced to embrace the technological revolution and prepare learners that are consistent with the latest technology. The use of software such as QGIS, ArcGIS and Google maps, email, eLearning, and PowerPoint is tangible proof of the transition from the traditional geography curricular to a modernised curricular that is in line with the latest technological changes.

Therefore, it can be noted that the digital revolution has influenced curriculum change in Zimbabwe and abroad, with reference to the subject content and teaching methodologies. Political ideology builds the curriculum of the country.

The ideological stance of the country influences curriculum change. According to Hawes (1982), political ideologies are secured under the wings of education. Any changes in policies or political ideologies influence the education system and the curriculum. The content and purposes of the curriculum need to be clarified by the state as it is built under its vision.

In Zimbabwe, during the colonial era, learners were forced to sing 'God Save the Queen' at their assemblies. With the attainment of independence in 1980, ideology change, and learners had to sing 'Ishe Komborera Africa' and finally, 'O lift high the banner, the flag of Zimbabwe'.

Mhlanga stated that this shows that political and ideological changes play a fundamental role in shaping curriculum change.

The national pledge in Zimbabwean schools were the liberation ideology and patriotism implanted in learners' mindsets which were a result of the transition from the Lancaster House Constitution to Amendment Act 20 of 2013. This was evidence that political change cannot be separated from curriculum change.

Moreover, the inclusion of heritage studies in the upgraded curriculum in Zimbabwe gives evidence to support how political ideologies shape curriculum change. In colonial Rhodesia, learners were limited by their syllabuses to European history only. However, the curriculum changed with Zimbabwe's attainment of independence in 1980 when African history was introduced into the curriculum to foster African ideologies and Afrocentrism rather than eurocentrism in learners.

This was further developed in 2017 with the introduction of heritage studies where the principle of liberation heritage was taught as the ZANU PF government attempted to instill liberation ideals in learners. Changes from one government to another meant changes in the curriculum, which also encompasses the hidden curriculum. Thus, it can be noted that curriculum change and political ideology are intertwined and cannot be separated.

For instance, the introduction of business enterprise skills as a new subject in Zimbabwe is a response to the changing economic trends in Zimbabwe, thus giving evidence of how changing economic trends affect the curriculum. Mhlanga discovered that the Zimbabwean economy, in its unpredictable state, has necessitated the inclusion of business principles in the curriculum under the guise of cross-cutting issues, business entrepreneurship, and technology.

The geography syllabus for Forms 5 and 6 (2015–2022) states that learners should have an in-depth understanding of enterprise and financial literacy. With the current economic situation in Zimbabwe,

this is a tentative leap from the traditional curricular which focused on creating employees instead of employers. The economic changes have necessitated as the economy undergoes serious liquidity crunch, cash crisis, and other problems.

The revised curricular gives evidence of how economic changes affect curriculum changes. Thus, the fact that the economy affects curriculum change is indispensable. Educational community dictates the needs, obligations, and responsibilities in the educational curriculum. As clearly stated, the needs and obligations must be used to gauge the level of intelligence in the learners and the teachers' instructional involvements.

Mhlanga proposed that the sole responsibility for the learner's learning was traditionally decided by the society comprised of the parents and the teachers. It is obvious, therefore, that the curriculum "ought to meet the needs and requests of the culture, the society in designing the curriculum, and the expectations of the population in planning the curriculum. To this end, the educational improvement process is still under review, including the revision of the past curriculum, and the continuous change of the curriculum and amendments.

Changes at school levels involve the changes in the system of the school. This entails changes in staffing, staff rationalisation, school development committee, school administration, and school policy (Leedy, 1997). This affects curriculum change at the school level as it might be difficult to fully implement the curriculum.

For instance, when staff rationalisation is underway, schools might be left with insufficient personnel to fully implement the curriculum. School resources are also crucial for the successful implementation of the curriculum and its change.

In Zimbabwe, there are many supportive basic conditions and serious measures that give rise to new curriculum programmes, that is, making the new programme...rationalised and “built in”...or... included into the simple structures and techniques of the school, (Taylor, 1978b:25). However, it is how the new programme forms part of the newly established education system. Miles (1987:13) states that it is a procedure through which an educational organisation assimilates a created institution into its established system.

Monitoring the teachers, inspectors, school principals, and HoDs also make the curriculum to be implanted correctly. Moreover, school principals gave teachers incentives as motivation to effectively implement the curriculum. Additionally, workshops were organised to assist teachers at various teacher colleges and local universities which is based on the government initiative to legalise the new programmes, (Miles *et al.*, 1987:10-11).

Institutions such as Better Schools Programme Zimbabwe, Better Environmental Science Teaching (BEST), Science Education In-service Teacher Training (SEITT), Quality Education in Science Teaching (QUEST), and others provided ongoing in-service training for teachers – a move which increased institutionalisation of the programme.

The teacher development institution, functions according to what is known as the implementation approaches for government programmes. These are briefly discussed below:

- The purpose is to alert the teachers and other users of the new implementation of the curriculum.
- Teacher resource centres are information institutions found at national, regional, district and cluster (local) levels. These centres give information and resources support to the teachers for curriculum implementation.

- Teachers execute the research to establish the workshop needs related to the new curriculum. The identified workshop needs are addressed through the workshops.
- The provision of relevant in-service training for teachers to appraise them about the new curriculum implementation strategies.
- Resources distribution, a strategy where teachers assist each other or are assisted by the workshop facilitators to produce the relevant teaching media for the programme related to the new curriculum.

These implementation strategies proved to be successful in ensuring that teachers and other school staff learn from the curriculum implementation.

Ndawi (2011), however, explains that this is insufficient for governments' commitment to assist in alleviating the problems or concerns regarding the issue of quality education. On the other hand, institutions should help regional teachers and district staff to "incorporate" new strategies brought about by making the correct decisions about the budget, personnel support, and instruction. Thus, at the school level, any change can affect the successful implementation of a changed curriculum.

In summary, based on the above discussion, the government-appointed educational planners effected the change in the curriculum after thorough consultation with the education portfolio committee. Moreover, this section highlighted the implementation of the school curriculum in Zimbabwe. The major differences being their institution's plan for the implementation of the new curriculum. It is worth noting that the setting is done at the local level whilst the implementation includes is a policy from the federal to the local level.

Moreover, the researcher is optimistic that despite the challenges which have not been defined, such as a lack of resources and a stable institution or school setting, Zimbabwe has the potential to successfully implement the new curriculum.

### **2.8.2 Curriculum revolution in teachers**

### **2.8.2.1 What are some of the challenges that teacher institutions grapple with?**

The biggest challenge was the delay in the paradigm shift. For a long time, teachers had taught the same things, and no one had challenged them. Again, it is only in Africa where becoming a teacher is the last career path one chooses to pursue. It seems that one becomes a teacher only when they cannot become a lawyer or an engineer. In other countries, this is however not the case. In Finland, for instance, the highest qualified people are teachers and are also the best paid. Recently, in Germany, the supreme court judges went on strike demanding to be paid as much as teachers. This should be the case everywhere. The findings of this research should help increase the value of the teaching career.

Teachers are afraid of any changes that might happen in the education system, particularly without consultation. Many changes to the curriculum occurred without deliberations amongst the stakeholders of education (Peters, 2010), however, teachers were afraid of the unknown because of their limited knowledge and comprehension. The way teachers observe curriculum change may have a negative bearing on education, which impacts teaching and learning in primary schools. This leads to teacher frustration as they do not understand how to teach the new curriculum changes, (Tshiredo, 2013). Furthermore, principals lead with fear because of not having the skills or knowledge on how to assist teachers with the curriculum implementation.

Change is also a phenomenon that takes all aspects of a teachers' life. It helps to bring about alterations in all spheres of life. According to Bertels (2013), change can be defined as a process of checking the past to provoke the present state to a desired future. The future of any change further involves mechanisms or ways of introducing an annotation that produces something better, thus the implementation of the new curriculum change.

Moreover, principals are the key role players, around which much of the school's activities revolve, and to a great extent determine the success or failure of the schools when changes are incorrectly implemented, (Van der Horst & McDonald, 2014).

Teacher's beliefs reflect the personal theories about the nature of knowledge that influences the teacher's curriculum decision-making methods" (Handal & Herrington, 2013). Furthermore, teachers' beliefs looked to be the indexes of an unconscious view of the expressions of verbal undertakings to complex ideas that may be taken as a general idea of teaching. The school attendance aspect together with the knowledge of the important characteristics of the curriculum act as a mental and effective filter through which new understanding and experience could be interpreted and enacted.

The literature reveals that teachers' beliefs trouble their classroom teaching practice although the nature of the relationship is highly complex and dialectical, (Pajeres, 2012). Alternatively, the teacher gives the lessons in believing that oral work seemed an important role in motivating learners. According to Buzeika and McGillard (2016), teachers' beliefs influence the behaviour of the teachers, while in some instances teaching practices influence teachers' beliefs.

### **2.8.3 National context**

The South African government has centralised the curriculum changes to the curriculum planners (Frey & Hameyer, 1988). South Africa is lacking, and trailing compared with other emerging countries like Zimbabwe, in the scope of education quality, (Kiregyera, 2010). The educational improvements were thus predictable to address the previous racial imbalances and control skill scarcities in areas such as sciences, mathematics, and technology, (Bantwini, 2010:84).

Post-apartheid South Africa has undergone a sequence of educational policies, regulations in the curriculum, and laws to address the education



matters aimed at enhancing the state and education quality more than any other provisional democracies, (Jansen & Taylor, 2003:7).

The main aim was to address the problems in the structure system. From the first Minister of Education, Professor Sibusiso Bhengu, to the current Minister of Basic Education, Angie Motshekga, educational policies were established in the education system. However, curriculum change was limited in the tenure of Professor Kader Asmal compared to the time of Minister Motsekga, (Jansen & Taylor, 2003).

Unlike the international context, in South Africa, changes happened in two phases (Jansen, 1998; Chisholm, 2005). The first phase was initiated to flush out the racist and contentious language. The second phase paved the way for the introduction of C2005 in March 1997. C2005 was founded based on the principles of democratic ideals including living together, sharing wealth, anti-racial notions, and anti-sexist approaches.

The constitution enshrined all the values that must be adhered to. South Africa is still regarded as the country that produced many changes in the curriculum, however, there are still gaps in the curriculum changes (Jansen & Taylor, 2003). The new curriculum changes need to be addressed to ensure an admirable curriculum. It was a result of the fact that the planners were inexperienced and therefore could not identify the gaps, did not have the relevant political knowledge, and had limited resources to use, (Jansen & Taylor, 2003).

#### **2.8.4 The rationale behind curriculum change**

Numerous things influence curriculum change, such as politics and social life, these assist to bring about social cohesion in society, to set its scope and the provision of a sense of coherence in the educational experiences (Kandiko & Blackmore, 2012:1). The curriculum is largely affected by the local social context in which it exists (Kandiko & Blackmore, 2012). Globally, many factors contributed to the curriculum change; the behaviour of the privileged

individuals has also contributed to the improvement of the curriculum – these forces can impact the curriculum negatively or positively (Adam, 2009).

However, these tendencies undermine the role of the local government, government agencies, and institution dialogues. The curriculum change puts more pressure on the transformation from insular, distant, and difficult forms to one another and the needs of society (Adam, 2009). The needs of society tend to receive overwhelming support in improving science, mathematics, and local languages in the dominancy.

The economic status, political stability, and social cohesion could be a driving force in the culmination of the curriculum change (Smith, 2001). Economically, Smith (2001) understands that the adjustment in the constitution resulted in negative results for the country's emerging economy. Politically, Smith (2001) debates that technology is a possibility because of the new government. Finally, both economic and political factors enhancement the curriculum in the country. In South Africa, it is believed that the curriculum alterations have not enhanced the quality of education (Jansen & Taylor, 2003). However, global curriculum changes produced positive results by improving application and problem-solving skills, while South Africa curriculum changes are learner-centred.

Curriculum change underwent numerous phases of change in South Africa. This affected teachers in numerous ways as teachers were unaware of what would be implemented in the new curriculum. Thus, teachers were devastated and experienced burn out that led to the underperformance of learners. According to Ngibe (2013), teachers had different views about the curriculum implementation, citing that the ongoing process of change was adversely affecting the implementation of the curriculum.

The researcher is if the view that teaching and learning can be affected by the ongoing process of curriculum change. The changes in curriculum imply that the teachers struggle to achieve the expected or targeted learner performance

until they master the content of the curriculum through training. However, within that period, the existing curriculum is changed by the DBE.

The DBE had high expectations of teachers – they were expected to implement the curriculum swiftly from the post-apartheid regime transition to democracy. The teachers’ responses were straight forward as they indicated that they were not involved in the planning of the new curriculum nor decision

<b>INTENDED CHANGE</b>	<b>IMPLEMENTATION METHODS</b>
Awareness and basic knowledge of curriculum	Teachers attend in-service training, seminars, and workshops.
Knowledge and comprehension of theories and practices required in the new curriculum	The following resources are viable for the implementation of the curriculum, namely, printed or audiovisual materials for teachers and new modules.
Skills development	In-service training or workshops are significant before the actual implementation of the curriculum.
Beliefs of the teachers	The mentality of the teachers needs to be monitored to ensure the implementation of the changed curriculum.
Consistently using practicals	Practical workshops for implementing the new skills from the new curriculum must be provided.

making, they only implemented it in the classroom. Perceptions of the teachers will be assessed to verify the correct curriculum implementation process and the impact of the curriculum change.

**Table 2.3: Decision-making matrix for curriculum implementation**

## **2.9 FACTORS THAT INFLUENCE CURRICULUM CHANGE**

Curriculum alterations seem to be integrated into the system. Dependence on the curriculum implementation rests on the teachers, who read it and come up with the strategies of implementing it in the environment. The comprehension of the teachers and insights determined the application of the implementation of the curriculum. (DOE, 2009:10). Parker (2003:140) posited that many teachers have not acquired a good understanding, and this impacts the implementation of the curriculum. Teachers are skilled in group work as adopted from the previous curriculum and develop a basic knowledge of assessment.

South African teachers still have no confidence in the change of the curriculum but believe that their role is to simply teach the subjects and make learners write exams. Such an attitude leads to teachers being dejected and despondent. Weber (2008:3-22) suggests that decision making impacts the teachers in the classroom practices, but support messages and decision making intensify the role of the teachers in the class environment to help them implement the curriculum. He further briefs that “when minds of the teachers are preoccupied with the notion of the survival in implementing, cutting corners in educational tasks, and mere coverage of the texts, effective and efficient teaching, and learning is compromised”.

What is frightening though is that policy and curriculum planners believe that teachers have the capacity to implement and change their patterns of deciding on newly adopted policy directives. According to Ryan and Ackerman (2002:5), technical support impacts a teachers’ practices.

They further argue that the will and capacity of the teachers drive the successful implementation of educational change. If implementors lack adequate levels of curriculum information, a good level of skills or teaching, and learning resources, their capacity will be limited.

Successful educational change is related to the teachers' capacity and policies to implement the curriculum, but changes affect the teachers' knowledge and level of intelligence. In a South African study conducted by the Human Sciences Research Council (HSRC) on behalf of the Education Labour Relations Council (ELRC), it was found that many teachers quit the profession as a result of the curriculum change and its impact on the implementation. To resolve this issue, the government is offering teachers an early retirement at the age of 55 with all the accrued benefits. Factors that are stress-inducing or that impact the teachers psychologically are as a result of workload, low salaries, ill-discipline of learners in schools, and career limits (SACE, 2006).

Teachers have many valid reasons to refuse curriculum reforms – when applying the changes, they are labelled as traditionalists, conventional, unknowledgeable, rigid in thinking, unruly, inactive, but certainly not professional enough. This analysis suggests that teachers are not taken seriously as professionals; rather they are doers. As previously mentioned, this comprehension of teachers seems to be impacted by the status of their career and can be regarded as playing a major role in the current challenges of teachers' basic conditions of service (Van Veen, 2005:116-117).

Mezieobi (1993) hypothesised that the term implementation is a process of putting an agreed plan, decision, proposal, idea, or policy into place. Hence curriculum implementation includes the provision of good assistance to teachers to make sure that the newly established curriculum and the most powerful teaching strategies are taught in the classroom environment.

Esu, Eukoha and Umoren (2004) define curriculum as all learning experiences a learner has under the assistance of the teacher. According to Offorma (2005), the curriculum is a strategy which is made up of three systems: a programme of studies, a programme of resources and a programme of assistance. Curriculum, as viewed by Alebiosu (2005), is an instrument that tells the information of all the educational system. It is the

conduit through which knowledge and other learning activities are transmitted to the learners.

The curriculum implementation process involves helping the learner get the knowledge or experience. It is important to understand that curriculum implementation cannot take place without the learner in the school, it means that this incorporates the teachers, learners, and the system. The learner is, therefore, an important stakeholder in the implementation of the curriculum. Other factors that impact curriculum implementation include resources or activities, facilities, the teacher, the school environment, culture of learning and ideology, instructional school principals, and assessment.

Implementation takes place as the learner gets the intended experiences from the teacher, knowledge, skills, ideas, and attitudes that are aimed at making the same learner work effectively in the community.

Therefore, putting the curriculum into practice requires an implementing agent of the system – which is the teacher. Stenhouse (2013), identifies the teacher as the agent in the curriculum implementation”, she argues that implementation is “the way the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice.

Curriculum implementation, therefore, refers to how the planned or officially planned course of study is interpreted by the teacher into a new curriculum, schemes of work and lessons to be taught to the learners. The implementation brings into practice the anticipated changes in the new system. The changes can happen in several ways.

The two most obvious ways are:

1. **Slow change:** this happens for instance when we include minor adjustments in the course schedule.
2. **Rapid change:** this happens as a result of new knowledge influencing the curriculum, such as computer education being introduced in the new curriculum. To achieve the aims and objectives of education, an instrument that serves as a conduit of the operation is required, that instrument is the curriculum which can be defined as all the learning experiences and intended learning outcomes systematically planned and guided by the school through the reconstruction of knowledge which is recognised as the cognitive, affective and psychomotor development of the learner, (Aneke, 2016; & Akundolu cited in Eya, 2012).

### **2.9.1 Internal factors that influence curriculum change**

Teachers developed a negative attitude in teaching because of the new curriculum. They further advise learners against teaching as a career due to numerous contributing factors such as the low salary and other risk factors. Thus, suggests that some teachers undermine the teaching profession and do not want to be associated with teaching and thus are not committed to implementing the curriculum change (SACE, 2006). On the other hand D'ay (2008:244) contends that there are important and undesired results of reform on teachers, their lives, and well-being.

A mental socio-psychological theory of attitudes should, therefore, be used to aid researchers to comprehend how teachers see themselves and their performance, and how they execute their tasks (Slegers & Van Veen, 2006:108). Bailey (2000:123) mentions that the context and process of curriculum change often leads to the exclusion of the teachers, particularly when it is not based in their area of expertise, subject or knowledge. Based on the curriculum change, teachers hesitate to go beyond their responsibilities in ethically implementing the curriculum. Bailey understands that undermining the teachers or their knowledge in the subject can demoralise them.

The final review report indicates that teachers are weary, because of curriculum change, and find it difficult to implement – their confidence is also affected. The report stresses that the power of teachers in the classroom needs to be re-establish.

This can be achieved in two ways: firstly, attention must be given to how much instructional time must be used. Secondly, the pacesetter needs to clarify the topics to be taught and how the assessment will be conducted.

This will help to re-establish the teachers' confidence in the teaching profession and in the classroom as subject advisors. Thus, there will be an improvement in the implementation of the curriculum and the learners' academic performance.

### **2.9.2 External factors that influence curriculum change**

Organisational culture and ethos conditions, and characteristics of the buildings, which expedite the positive implementation of curriculum change, establish a school's innovative capacity to assist in the implementation, (Janzi & Leithwood, 2006:206). According to Cochran-Smith (2006:24), the current issue focuses on teacher quality and the positions teachers hold as the controlling factor in a learners' achievement.

This undermines complication variables such as school teaching and learning resources, leadership skills, investment of knowledge in teachers' capacity building workshops and professional skills development, as well as the family relative structure and socio-economic status of learners. Teacher capacity is equivalent to professional skills development, teaching and learning resources, and moral support from the parents or society. The curriculum is thus viewed as a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs, and outcomes possible within a learning institution.



## 2.10 CONCLUSION

In this chapter, the researcher has elucidated the phases of changes from a theoretical framework perspective regarding curriculum implementation in the South African education context. Throughout the debates of an unconfirmed connection between education policy and teaching practice, a dissimilar context is ostensible. Within the context of this study, the focus is precisely on the viewpoints of teachers, who are tongue-tied yet fundamental players in the educational policy transformation process. An inquiry into the influence of curriculum changes on primary schools suggests the need for a more complicated, nuanced, and deeper comprehension from the viewpoint of teachers.

The CAPS instructs what must be done or evaluated. It is well composed; it comprises of the study scope areas, subject topics and sub-topics, examples, plans of various subjects, pacesetters, assessment tasks or activities, and teaching or learning resources to assist teachers.

This suggests that teachers can schedule their plans effectively and efficiently utilising these guidelines. Moreover, teachers are assisted to utilise the correct forms of assessment. Timetabling provides clear teaching on the number of periods allocated for each subject however innovative (creative) teachers might find CAPS a bit confining, especially in more presumptuous-thinking schools where teachers know what they are teaching. Moreover, curriculum implementation and the provision of textbooks in schools remains a challenge.

This research emphasised areas that demand attention from the DBE, such as the amount of work that teachers must conduct in primary schools, provision of teaching and learning resources, a higher rate of failure and learners' poor performance in languages and mathematics. Moreover, South Africa shares the same sentiments with other countries globally – school systems require ongoing revision, planning of the curriculum design, and restructuring the policy system.

Chapter 3 will focus on the responsibilities of the teachers and the training and support from other stakeholders in the curriculum implementation, the influence of curriculum change in primary schools, the reasons for curriculum change globally, and the analytical factors that impact the implementation of curriculum change.

## **CHAPTER 3**

### **THEORETICAL FRAMEWORK: CURRICULUM CHANGES AND IMPLEMENTATION IN PRIMARY SCHOOLS**

#### **3.1 INTRODUCTION**

A curriculum is the presentation of shared knowledge, values, skills, and attitudes made accessible to teachers through different methods during teaching. On the other hand, effective teaching can be defined as instructing the lesson which positively yields the learning by learners envisioned by the teacher. The teacher must have a clear understanding of what learning is to be nurtured as the teacher prepares learning that achieves this, (Kyriacou, 2001).

Valero and Skovsmore (2002) assert that it was a priority to change the education system under apartheid as it was meant to build a new democratic South Africa. The then apartheid government ruled for many years which resulted in several imbalances amongst the non-White or Black (Black, Coloured, and Asian) and the White population race, including accessibility to better education. Educational change enthused by the major political landscape in the country happened during the 1990s and caused the elimination of the apartheid regime and the emergence of a democratic South Africa. The vision for the DoE was to combine education and training into one system of lifelong learning in South Africa. Thus, South Africa is bordering on radical education improvements (Valero & Skovsmose, 2002) – this is aligned by ongoing changes in the curriculum policy systems from 1997.

C2005 was established in 1997, followed by the RNCS in 2002, the NCS in 2007, and most recently, the CAPS in 2012. This suggests that the education policy is assessed regularly. This research investigated the CAPS implementation as the teachers' responsibility in primary schools in the Vhembe District.

### 3.2 THEORETICAL FRAMEWORK

More theoretical frameworks are utilised as a base for this study. Firstly, epistemology has been used to account for the knowledge that is shared in this study (also referred to as the Gibbs Reflective Model) (Gibbs, 1988). The researcher understands epistemology as relating to the theory of knowledge, values, and skills, especially about its methods, validity, scope, and the difference between justified understanding and opinion. Reflectivity, according to Gibbs (1998), is applicable comprehension and insights about a phenomenon.

Several frameworks have been used as a sounding board for data analysis in this thesis. Gibbs' reflective model is the first theoretical framework that will be used in the epistemological guide to account for the information created in this study. Reflectivity, according to Gibbs (1988), is applicable comprehending and insights about this phenomenon. The reflective theory is based on constantly collecting information about how effectual or meaningful actions are evaluated to get knowledge through experience. Thus, considering the NCS and the CAPS, information on the efficacy of both curriculum models must be given. Gibbs' (1988) reflective cycle motivates a clear definition of the situation, evaluation of the feelings and analysis of the experience, to make a sense of the experience and other options are taken into consideration.

The model of reflection aims to unravel learning to construct the links between the 'doing' and the 'thinking'. David Kolb, educational researcher, initiated a four-stage reflective model. Kolb's Learning Cycle (1984) emphasised reflective teaching practice as a resource to make conclusions and thinking from the experience of the teacher. The Reflective Cycle looks at continuously collecting evidence about how effective or efficient actions are evaluated, to learn from the experience that the teachers acquire in the CAPS implementation.

Thus, by looking at the NCS and the CAPS, proof of the effectiveness and efficiency of both curriculum models may be given. Gibbs' (1988) Reflective Cycle displays a clear description of the situation, analysis of feelings, attitudes, evaluation of the experience in curriculum implementation in South Africa, to make sense of the experience of the teachers in curriculum change, and conclude on where other options are considered.

Two principles of Gibbs' (1988) Reflective Cycle is based on the description of the experiences in curriculum implementation and evaluation of the CAPS implementation – principles that attempt to comprehend what is occurring now, what is better, and what is worse about the experiences in curriculum change. These principles are applied to the teachers' understanding and experiences of curriculum implementation regarding the changes from the NCS to the CAPS.

Appreciative Inquiry is another theoretical framework that is particularly appropriate within the scope of education. Appreciative Inquiry is an alteration management method that recognises what is doing well, evaluating why it is doing well, and then working more on it. The basic projections of Appreciative Inquiry are that an arrangement will grow in whichever direction that people in the organisation focus their attention. The early method called for a collective discovery process using:

1. Grounded observation to verify the best of what is
2. Vision and logic to verify ideals of what might be
3. Cooperative debates and choice to achieve consent about what should be
4. Collective experimentation to explore what can be

This theory is thus based on the postmodern constructionist theory, namely, that realism (curriculum transcended in this instance) is socially established. Appreciative inquiry is a change from aiming at concerns and shortages, by focusing on the strong points and successes. White (1996) states that appreciative inquiry focuses on the positive aspects of a phenomenon to try to

rectify the negative. Appreciative Inquiry is a set of principles and attitudes about how administration and systems perform.

The finally curriculum theory is important to comprehend the complexities of curriculum adjustment. The theory offers convenient schemes and descriptions. Curriculum theory is found within the broader study of curriculum theories, (Pinar, 2012). Scholars within this field study the interdisciplinary relationships among curriculum, individual, and place (Pinar, 2012).

This area of curriculum studies gained momentum throughout the 1970s and 1990s. Coined by Tyler around the 1950s and 1960s, the theory suggests a way of defining the educational philosophy of certain methods to the improvement of curriculum. Although it gained dominance throughout the 1970s, it has shortcomings.

Curriculum theory is not always compatible with the nature of human beings. It is intermittently exploited in different ways that have gone into widespread usage. These faults feature conspicuously in South African schools – where curriculum alterations are often applied without valuating the environment.

The implementation of the NCS invited misperception among teachers in South Africa and the implementation of the CAPS has also raised eyebrows. Despite these misunderstandings, the South African experience posits that curriculum theory is important when trading with curriculum alteration. The theory assisted the researcher to comprehend and explore the experiences of teachers who are using CAPS in primary schools.

Appreciative Inquiry planners based their approaches on the initial set of four principles that are related to the curriculum implementation (Cooperrider & Srivastva, 1987) which stated that inquiry into the social potential of a social system in the education, should start with approval, should be cooperative, should be challenging, and should be applied. An Appreciative Inquiry typically goes through these four phases, namely, discovery, dream, design,

and delivery. These stages or phases need to be incorporated in the curriculum change and implementation.

Appreciative Inquiry is a shift from looking at concerns and shortages, by looking at strengths of the curriculum and successes of the curriculum. It is a decisive approach to administrative change. It is the collaborative search for the best in organisations and engages the art and practice of probing questions to strengthen positive potential. White (1996) indicates that Appreciative Inquiry looks at the positive aspects of an occurrence to attempt to correct the negative. Appreciative Inquiry, which is a set of principles, knowledge, skills, values, and beliefs about how organisations and systems function in the implementation, tries to support organisations to focus on their values, visions, achievements, and best practices in teaching.

Hammond (2002:23) distinguishes *inter alia* two basic suppositions of Appreciative Inquiry. The first supposition can be summarised as follows: societies, organisations, and groups in the school believe that we focus on reality. This reality in curriculum change is manufactured in the moment, and there are many realities. Another supposition is that people have developed confidence and comfort in their journey to the future when they take forward positive parts of the past. Both positive and negative teaching experiences in the past are to be moved into the future. Appreciative Inquiry, according to Cooperrider, Whitney and Stravros (2003:29), is a collaborative effort to examine the teachers' experiences and change of the curriculum.

This section reviews the literature, giving the lens for interpreting the findings, which in turn will aid in responding to the study's research questions. The research will assess the history of South Africa's educational improvements (Jansen, 1999; Christie, 1999; Fleisch, 2002; Chisholm, 2005; Hoadley & Jansen, 2009) in order to provide ample information in the process of responding to the sub-research question 1. This will aid in providing insight into the discovering of teachers' understanding of change in the curriculum in general.

To this effect, the study also assessed the previous curriculum interferences (the NCS and the CAPS) that were recently implemented in South Africa, whilst using C2005 as a contextual. Thus, the researcher assessed the changes and implementation of the curriculum in primary schools, including the reasons for the change locally and internationally, factors that affect the implementation of the curriculum change, the teachers' views regarding curriculum implementation, training and support of the teachers in the implementation of the curriculum, and the impact of curriculum change in primary schools.

It will focus on the principles that support these interventions and the type of theoretical significance they provide for this study. Furthermore, the study reviewed literature on curriculum change, with specific emphasis on teachers and social class, assessment of teachers, and how this affects teachers' understanding in their pedagogical practice (Bernstein, 2000; Singh, 2002; Vygotsky, 1978; Naidoo, 2009; Morais & Miranda, 1996; Barrow, 1984; Harap, 1937; Egan, 1978; Eisner & Vallence, 1974; Dewey, 1902; Bobbitt, 1972; McNeil, 1977; Goodlad, 1984; Fullan, 2009; Barber, 2000, 2008, 2009), to be theoretically accurate in the data to be collected, in analysing the findings, and working towards providing answers for sub-question 2. Specifically, the study assesses learners' assessment work in the sampled schools to determine teachers' understanding of their assessment practices, and to establish if there are any relations between these responses and teachers' understanding of curriculum change.

### **3.3 THE CURRICULUM CHANGE PROCESS AND IMPLEMENTATION IN PRIMARY SCHOOLS**

In August 1994, the South African Minister of Education, Sibusiso Bhengu, announced a sequence of newspaper advertisements inviting 'public remark on fundamental alterations to school curriculums (Daily News, 4 August 1994). On the face of it, the syllabus improvement initiative looked necessary, timely, and transparent. However, in that newspaper, Former Minister Sibusiso debated that the curriculum alterations revealed, and intensified, a disaster



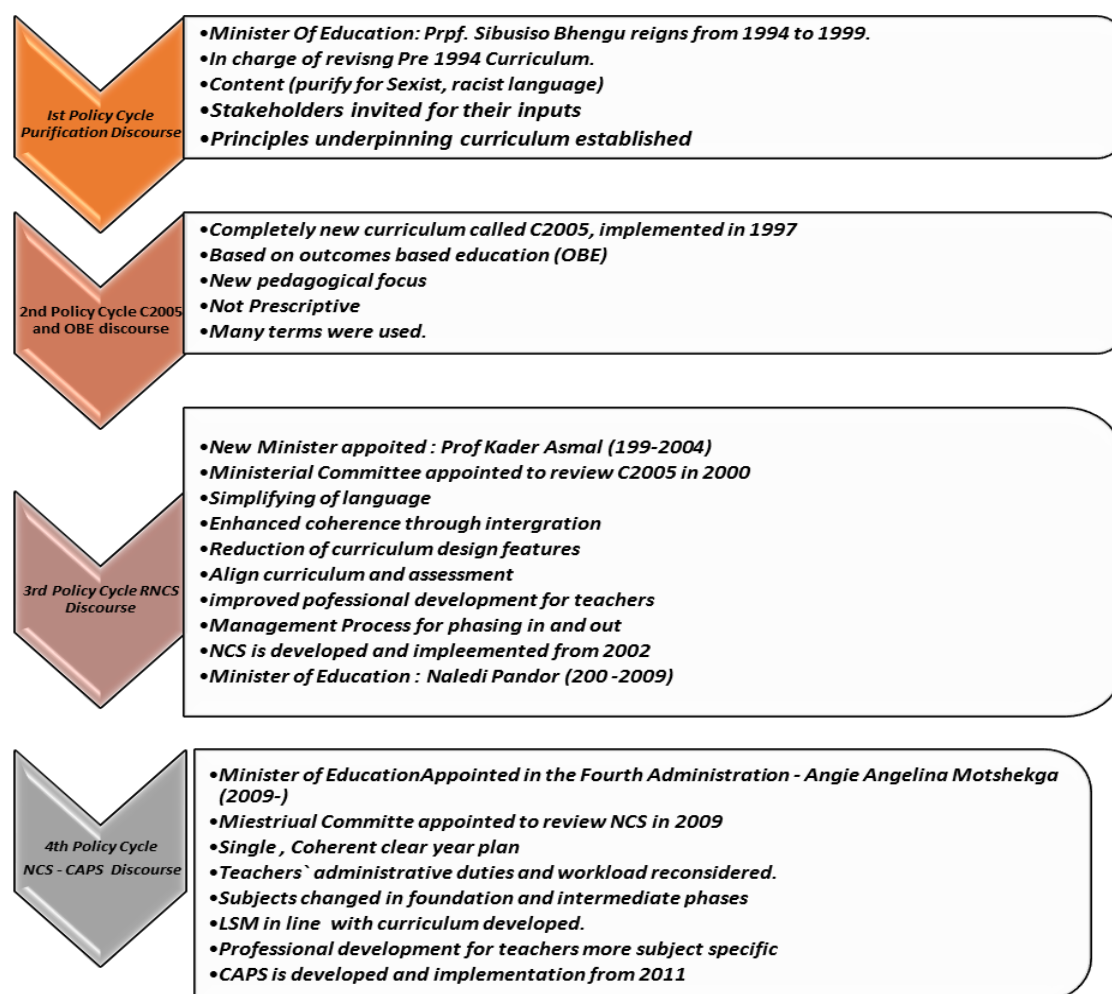
within the state which had little to do with alteration of the curriculum in the school and much more to do with the politics in the country of transition since South Africa's first non-racial, democratic elections held in April 1994.

The first invention was C2005 (the first post-apartheid curriculum), which was an outcomes-based solution to schooling which combined subjects and changed them into learning areas. It aimed to usher a new curriculum of a new South Africa which its citizenries were able to develop social cohesion in the country, advocate for democracy, and at the same time commit to an economically thunderous country. According to Tarvuinga and Cross (2012:128), C2005 was, therefore, a cooperation curriculum which showed and encapsulated elements of constructivism, progressivism, and traditional essentialism in its intention. C2005 was a dramatic leaving from the agreement subject and teacher-centred apartheid curriculum and education, as it marked a model shift from a subject-dominated to a combined curriculum with a working learner and an enabling teacher.

On 7 July 2010, the South African Minister of Basic Education, Angie Motshekga proclaimed the emergence of the CAPS which is based on a 'Five Year Plan' to support teachers in the teaching environment. Like the RNCS, the Minister of Basic Education, Angie Motshekga, repeatedly said that the change to CAPS did not mean the complete removing of OBE but an adjustment of the NCS, as it is evidenced in the following statement: We are not altering the vision of the curriculum change process that started after 1994, but we are implementing changes in the curriculum in order to intensify curriculum implementation, (DBE, 2010a:2).

CAPS is based on the following principles of the NCS (Grades R-12) which approve the vision and values of the teachers exemplified in the Constitution of the Republic of South Africa (Act No. 108 of 1996), namely; social change, working and analytical thinking, knowledge and skills, progression in the curriculum, human rights, valuing native knowledge system, credibility, quality

and efficiency, and providing comparable quality education, breadth, and depth to those of other countries, (DBE, 2012d:8).



**Figure 3.1: Curriculum change stages (DBE, 2012d:8)**

Milondzo (2006:16) proposes that most changes in the curriculum are implemented fragmentary, and, in fact, without a deep comprehension about what collegiate learning really means, and the specific circumstances as well as methods that are probable to promote it. According to Madikizela (2006:12), curriculum change is managed in a logical five-stages process, namely; an analysis of the current offerings and context, the expression of key programme purposes in a mission arranging of resources and development methods, the implementation of the targeted curriculum change, and the founding of checking tools and processes. From this statement, it can be

suggested that curriculum change needs physical resources for teaching and learning, qualified personnel, and well-planned methods that will support the curriculum implementation process.

Jansen (2003:20) highlights that for any new curriculum to prosper, even in moderate terms, several inter-reliant creatives must strike the new educational system concurrently. It requires trained and reskilled principals and teachers to secure implementation of the curriculum change as required, radically new types of assessment (such as performance assessment or competency-based assessment and others), classroom administration which facilitates management and evaluations, additional time for managing this complicated process, continuous monitoring, management and evaluation of the implementation process, parental support of teachers and involvement of the teachers, new forms of learning, and teaching resources (textbooks and other aides) which is similar to OBE orientation and opportunities for teacher dialogue and exchange as teachers learn in the process of implementing the curriculum. In other words, an entire re-engineering of the education system is required to support the creative. At this stage, the researcher understands that it is important that the time factor should be one of the major features that should be given the urgency.

### **3.4 REASONS FOR CURRICULUM CHANGE – INTERNATIONAL PERSPECTIVE**

Smith (2001) argues that teachers experience the education policy in different ways and the knowledge about curriculum change is also interpreted differently. The literature highlights several concerns that inspired South Africa in seeking to implement and change of the curriculum. According to Rogan and Aldous (2004:313), the intended change of educational curriculum occurs timeously throughout the world because of the political landscape.

During the past, the change of the curriculum was exacerbated by a lack of confidence in the previous regime, but the new democratic regime's curriculum responds to social, political, and economic changes in which they

take place. Camille (2010:1) declares that there are many broader effects that change a curriculum, set its scope of learning and teaching, and that gives a sense of rationality throughout the educational experience. Camille (2010) further asserts that although there are distinctions in curriculum changes across the world, the curriculum is always changed by the context in the locality in which it exists. According to Adam (2009), trends across the globe tend to privilege curriculum dialogues informed by worldwide market pressures at the cost of driving forces that come from the institution, undermining the role of the agency and dialogues in the various institutions.

Adam (2009) agrees that curriculum across the world is undergoing serious pressure to change from its inward-looking, vague, and abstract form to one that is more approachable to the direct essentials of the society. The essentials of society tend to be at the heart of the changes in curriculum across the world with science and technology, mathematics, and modern native languages.

In the US, alterations in science and mathematics were coherent with the efforts to argument the security of the nation against the East countries. Across the globe, the change of the curriculum is swayed by an effort to rank the curricular that look on the skills, knowledge of the teachers, application of knowledge, and problem-solving, (Adam, 2009). Whilst there are resemblances in terms of the situations that are favourable for the change of the curriculum in a global context and the South African context, the distinctions appear to be substantive.

In South Africa, the curriculum changes have a negative bearing on the quality of education (Jansen & Taylor, 2003). In many parts of the world, curriculum changes have been about enhancing the application of knowledge and problem-solving skills, while in South Africa changes have been reshaping education as learner centred. While having dealt with the reasons for the change of the curriculum in the international context, the following

remark presents the reasons or thoughts of the curriculum change in South Africa.

### **3.5 REASONS FOR CURRICULUM CHANGE – NATIONAL PERSPECTIVE**

The rigidly unified education provided an auspicious climate for alterations in South Africa, (Frey & Hameyer, 1988). South Africa is lacking and trailing behind compared with other emerging countries including Zimbabwe in terms of the education quality given, (Kiregyera 2010). According to Bantwini (2010:84), the educational improvements were thus predictable to change past racial imbalances and control the skill deficiency in areas such as mathematics, science, and technology.

Post-apartheid South Africa has undergone a series of policies, regulations, and laws focused on enhancing the state and education quality more than any other transitional democracies (Jansen & Taylor, 2003:7). Central in the changes was the desire to address structural problems. From the first Minister of Education, Professor Sibusiso Bhengu, to the current Minister of Basic Education, Angie Motshekga, the education system has been known with changes in the policy. However, curriculum changes were minimal during Professor Kader Asmal's term in office compared to Minister Angie Motshekga, (Jansen & Taylor, 2003).

CAPS, on the other hand, enhanced what needed to be done at different levels of languages. The aims of learning an additional language have been stated as enabling learners to (DBE, 2011a:9):

- ❖ Obtain language skills to communicate accurately and appropriately considering audience, purpose, and context.
- ❖ Apply their language for learning in academic curriculum.
- ❖ Listen, speak, read, or view and to write or present the language with confidence.

- ❖ Express with justification, give oral data and writing of facts, own serious ideas, views and to express emotions confidently to be independent.
- ❖ Use their native language and their imagination to find out more about the world around them.
- ❖ Use their native language to access information for learning across the curriculum.
- ❖ Use their native language as a means of creativity and apply critical thinking, for expressing their ideas on workable issues and social values, for challenging the perspectives of changing curriculum, values, skills, and knowledge and power relations embedded in texts; and for reading texts for various purposes, such as real enjoyment, research ideas and critique of the sentiments.

Unlike the international context, the curriculum changes happened in two phases in South Africa (Jansen, 1998 & Chisholm, 2005). The first phase refreshed the curriculum by making sure that racist and controversial language and outdated content were phased out. The second phase presented C2005 in March 1997. C2005 was premised upon principles of democracy, including agreement, rich, not racialism, and not sexism.

These social values are written in the South African constitution. Although South Africa has created more policies of education than any other new democracy, the policies have been described by content gaps, (Jansen & Taylor, 2003). These gaps have resulted in the poor education system. The education policies are ascribed to the lack of capacity, the political will to change, and resource shortages in teaching and learning (Jansen & Taylor, 2003).

### **3.6 REASONS FOR CURRICULUM CHANGE – SOUTH AFRICAN CONTEXT**

Thriftyly, Smith (2001) understands that the adjustment of the constitution programmes had an adverse impact on many developing economies.

Politically, Smith (2001) postulates that a new regime tends to develop new ideologies in handling constitutional matters. And finally, it is a mixture of economic policies and political factors that dwell upon the education quality.

On the other hand, Hall and Hord (2006) view change as a process through which teachers and organisations develop as they slowly come to comprehend and become skillful and capable in the attempt of new ways. According to Badugela (2012), change can be described as the process of verifying and checking the past to designate present actions required for future use. It involves moving from an existing state to the middle state, in preparation for the future desired state.

The focus of change is to start with an innovation that produces something good, hence the curriculum implementation. Moreover, Magano (2009) states that changes in the policy have a great change in the assistance of teachers in which learners should learn in the classroom. Primary school teachers are expected to plan lessons in such a way that learners would get an inquiry and skills investigation, observations in skills, and skills in the experiment. Inheriting the oppressive government that once ruled South Africa, changes in education were almost unavoidable. In looking at the reasons for curriculum change, it is important to consider them and their implications in the South African context.

Most of the assessment teams concurred that the structured outline of content and teaching activities in the CAPS is more likely to simplify the development of good knowledge of teaching and skills of executing the lesson than the more open, rigid approach of the NCS. The CAPS is, therefore, overall, a more appropriate curriculum for the new South African educational context.

However, the assessment team noted that the CAPS is based on contradictory assumptions about teacher expertise, knowledge, and skills. The explicit assumptions need to assist the teachers to develop their own teaching plans and thus they are provided with these. This suggests that the

CAPS assumes that planners disregard teachers' expertise in the delivery of the CAPS, and to develop their own teaching programmes. However, there are many gaps that need to be addressed in the teaching plan, and there are little requirements about depth or progression, that it would need highly skilled and competent teachers to know the gaps in the curriculum and failures of logic, and take steps to intercede the plans to correct these problems'.

In addition, some of the assessment teams showed concern over the unavailability of the necessary resources of teaching and learning for implementing the CAPS:

- The Economics assessment team complained about the issue of learners requiring learner support materials, like magazines, newspapers, statistical data, and the internet which are unavailable in the South African classroom.
- Both experimental science subjects, namely, physical sciences and life sciences.
- Based on the statistics that fewer than 5% of South African schools have functional laboratories" (Equal Education, 2012).

Both assessment teams raised the concern that the CAPS is not likely to be able to be implemented in the great majority of South African schools, given the nature of the equipment needed for the prescribed classroom tasks in the CAPS.

### **3.7 FACTORS CONTRIBUTING NEGATIVELY TO THE IMPLEMENTATION OF CURRICULUM CHANGE**

In the last section, the researcher examined the international change of the curriculum, change of the curriculum in South Africa, the reasons of curriculum change in the worldwide internationally and nationally in our country. In this section, the researcher will examine the factors that negatively impact the implementation of curriculum change.



### **3.7.1 Lack of teaching and learning resources**

Lack of adequate infrastructures like classrooms, laboratories, libraries, and playing grounds can impact the curriculum implementation (Jansen & Taylor, 2003). The user-friendliness of school laboratories is important – libraries also help in giving a wide spectrum of reading and learning materials. In this new dispensation, the schools are still in dire need of laboratories. The researcher worries about the lack of resources while the new democratic government is in power.

The availability of teaching and learning resources, allocation of funds, and classrooms conducive for teaching and learning also play a pivotal role in ensuring effective curriculum implementation. By and large, insufficient resources impact the curriculum implementation in South Africa. Mdutshane (2007) contends that the distribution of teaching and learning materials or resources is one of the things that impact curriculum change, as it will make a great distinction for learners in well-resourced schools with materials and learners in under-resourced schools without materials.

According to Mahomed (2004), classrooms and learners' performance are taken as a measure of how effective a curriculum can be. There are, however, many resources constraints in the education system which negatively impact the effective curriculum change.

Moore (2007) argues that this restriction which includes available books, the number of schools available, classroom sizes and environment, and the school circumstances can impact effective curriculum implementation. Van der Nest (2012) argues that sufficient infrastructures such as classrooms, halls, libraries, laboratories and playing fields are the important facilities in the curriculum implementing.

Van der Nest (2012) further posits that the schools have to implement a curriculum change if there is also a need for sufficient classrooms to lessen overcrowding of the learners. Classrooms must be properly erected with all

adequate airing for the learners to learn in a classroom conducive to learning and teaching. The presence of laboratories in all schools is significant because experimentation can be conducted with ease. It is important for a library to be constructed to give learners and teachers a wide range of reading resources (Mdutshane, 2007). Badugela (2012:22) added that the presence of teaching and learning resources, allocation of funds, training of teachers and subject advisors, teachers, and a positive school environment were equally significant for the success of curriculum implementation. Van der Nest (2012:36) cited in Adler (2000) supports the issue of teaching and learning resources and classified educational resources into three main categories, namely, human resources, cultural resources, and teaching materials.

Firstly, human resources include the teachers and the pedagogy, learners and administration clerks, content knowledge that they embody. Secondly, cultural resources include resources like native language, time, and other culturally available tools or concepts. Thirdly, teaching and learning materials resources are, for example, technologies, curricular documents, textbooks, that may be incorporated into the teaching and learning process. Teaching and learning materials resources are insufficient or under-resourced in many South African mathematics classrooms. While lack of adequate teaching and learning resources impact the curriculum implementation, this implementation is also affected by the change in untrained teachers.

### **3.7.2 Untrained teachers**

Badugela (2012) argues that teachers need to be trained on how to make their own teaching and learning resources materials and this presents an opportunity for the teachers to prepare and develop classroom resources that include learner profiling and tracking, and discussing projects with groups of learners. Workshops are insufficient as the teachers devote a few hours to training. The teachers' responsibilities are important in influencing the implementation of the curriculum. In this context, Jansen, and Christie (1999) concede that the implementation of C2005 was a challenge to many South African teachers who did not have adequate knowledge, skills, values, and

competencies. They further deliberated that the case was severe with mathematics and science teachers – due to a lack of training or workshops. Additionally, many teachers did not excel at mathematics, science, and technology, which led to the learners' dismal performance in these subjects.

Fullan (1991) and Kirkgoz (2008) emphasised factors such as teachers' understanding, their training history, inadequate guidance and support, availability of textbooks, large class sizes, and insufficient resources. These factors make it difficult for teachers to innovatively implement the curriculum in the classroom. Kirkgoz (2008:1) further proposed that teachers require assistance with adapting new information into their teaching practices. Mamosa's (2010) study showed that teachers were inadequately trained on how to carry out the new curriculum and few teachers were involved in the design of the new curriculum. Mamosa (2010) further states that this resulted in the curriculum implementation being difficult for the teachers. Another issue that impacts the curriculum is financial constraints thus causing teachers to use old technology.

### **3.7.3 Financial constraints**

According to Badugela (2012), schools want financial aid from the department, biological parents, and private businesses to execute the curriculum effectively. Schools are grouped in a system of quintiles. From quintile 1, 2 and 3, schools do not pay fees and completely rely on norms and standards allocation, these figures create a serious problem and need further examination to give a clear picture of the source of the problems and get a viable solution. 60% of schools in South Africa fall under the quintile category, however, these schools are mostly found in rural areas and semi-modern townships. Moreover, most of them are no-fee schools and receive an amount of R1,316.00 annually from the DoE for each learner. This increased to R1,390.00 in the 2019 and R1,468.00 in 2020 and beyond.

Quintiles 4 and 5 make up 40% of the schools in South Africa, which are mainly located in wealthy communities. These schools receive minimal

funding from the DoE as parents and guardians donate to the school. The quintile 4 schools receive R660.00 per learner annually, while quintile 5 schools receive R228.00. This quintile category also runs fundraising campaigns to raise money. Moreover, quintile 5 schools can raise funds to appoint additional staff or teachers, however, this is not the case for schools in rural and township areas as schools are not allowed to utilise this allocation to hire additional staff and teachers.

The researcher noted that “schools in the lower quintiles (from 1 to 3) have a higher teacher-learner ratio than in quintile 5 and some quintile 4 schools. This is based on the notion that quintile 4 and 5 schools can boost their funds through the school fees their parents pay, as stipulated in the South African Schools Act (No. 84 of 1996).

The DoE established “no-fee” schools to include guardians or parents who are financially disadvantaged. Badugela (2012) also highlighted that funds are needed for the schools to buy the Learning and Teaching Support Materials (LTSM). It is also the accountability of the school to ensure that curriculum advisors conduct workshops or training at the school level. Badugela (2012) further argues that many financial support systems for schools exist in Section 20 of the South African Schools Act (No. 84 of 1996) and former model C schools are those in quintiles 4 and 5 (schools that receive an allocation for stationery and other resources).

According to Van der Nest (2012), most South African schools receive funds from the provincial government and can increase those funds by charging school fees in quintile 4 and 5 schools. Mdtshane (2007:28) also highlighted that in terms of the South African Schools Act (No. 84 of 1996), the state finances public schools from public income on an equitable trench basis to ensure the proper use of the rights of learners to access education and the redress of past imbalances in the system. Schools that are former model c schools are permitted to manage their own financial allocation.

According to the DoE (2002), these norms and standards focus on the following:

- a) Public funding of public schools, in terms of Section 35 of the Act.
- b) Exemption of parents who are unable to pay school fees, in terms of section 39(4) of the Act.
- c) Public subsidies to independent schools in terms of section 48(1) of the Act.

According to the regulations for financial management and the PFMA, it is the accountability of School Governing Bodies to give account to the parents and the DBE about the usage of these public funds, through financial audited statements as per act by the auditors.

Nxumalo (2009:56) argued that the allocation of all schools should be transferred in January and credited into their accounts for the smooth running of the schools. Schools receive their allocations late after they have engaged with the service providers to give them teaching and learning resources on credit. These financial impediments include the shortage of resources such as learning and teaching material.

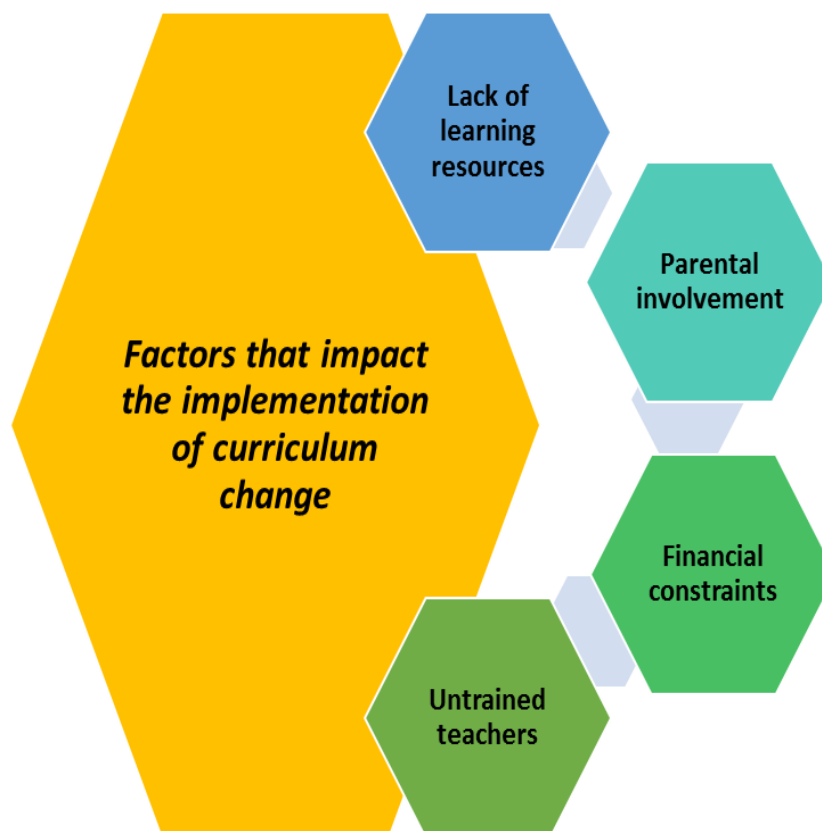
#### **3.7.4 Parental involvement**

The academic performance can be improved when the parents and guardians are involved in the education of the learners (Sclafani, 2004). Mahomed (2004) argues that teachers are aware that parents do not support them as is required by the school. Mohamed (2004) further states that the other school of thought arises that parents are not obliged to assist the learners with their school duties or work but the teachers as they get paid for it.

Therefore, the parents are excluded from the learners' schoolwork as they think it is the duty of the teachers hence their involvement is minimal. Fullan (2007) argues that the parent's lack of knowledge and involvement has a negative impact in their schoolwork. According to Fullan (1991:198), the role of parents in their children's work is a powerful weapon for improvement. Fullan (1991) further asserts that there is a necessity for teachers and

principals to be in conversation with parents and society when the parents do not give parental support.

Parental involvement is a communication channel between teachers and parents. It is also the accountability of the school to motivate society to take initiatives regarding their children's work. According to Macbeth (1989:20), as cited in Mdutshane (2007), schools must have relationships with parents to encourage learners. Parents need to understand the CAPS implementation for them to aid their children with schoolwork. Despite the significant involvement of parents in their children's schoolwork, the pivotal role played by teachers in the curriculum implementation cannot be ignored.



**Figure 3.2: Factors that negatively affect the implantation of curriculum change (Mdutshane,2007)**

### **3.8 CRITICAL FACTORS AFFECTING THE IMPLEMENTATION OF CURRICULUM CHANGE**

Factors that impact the implementation of curriculum change:

#### **3.8.1 External factors**

External factors that can impact the implementation of the curriculum are, namely, infrastructure and school conditions. These factors assist in the implementation of the curriculum, including the school's creativity and capacity of the teachers (Leithwood & Janzi, 2006). According to Cochran-Smith (2006:24), emphasis is on teacher quality positions as the determining factor in learners' performance in the learning. The structure is based much on the implementation of curriculum change. This undermines complications of variables like school facilities, leadership skills, investment in teachers' capacity building workshops and professional development skill training, as well as learner factors such as a nuclear family and financial status.

Teacher capacity relates to professional skill development, facilities, support, and continued technical support. Ryan and Ackerman (2005:2) state that successful implementation of curriculum change depends entirely on both ability and passion. If implementation factors are inadequate to all levels of information, skills or resources, their capacity to successfully implement the curriculum is affected.

Successful educational change is not related to teachers' capacity to implement the policy, but rather to their ability to sustain the transfiguration of planned and unplanned change. In the research conducted by the HSRC on behalf of the ELRC in South Africa, it was found that 55% of teachers will leave the teaching profession. The mentioned reasons that include "for this inclusive workload related stress, low salaries received, ill-discipline in schools, and no career advancement, (SACE, 2006). These factors should be considered in policy improvements to have a positive influence on teachers.

Teachers have many serious reasons to defy change in the curriculum. However, when they do, they often indicate the following as the reasons; traditional, conventional, lacking knowledge, being rigid, recalcitrant, passive uninterested, but certainly not professional. This analysis suggests that teachers are not taken seriously as professionals in their careers, they are rather viewed as executors of the curriculum. As argued, these teachers want the title of teacher and play a great role in the raising the concerns of teachers (basic working conditions), (Van Veen, 2005:116-117).

### **3.8.2 Internal factors**

The negative perception about the teaching profession was developed by the teachers, feeling demotivated by the application of the CAPS and behaviourism of the learners and lack of passion, all these led to the decision of retiring or quitting. In other words, some teachers are not dejected by this teaching and they are not committed to its principles, (SACE, 2006).

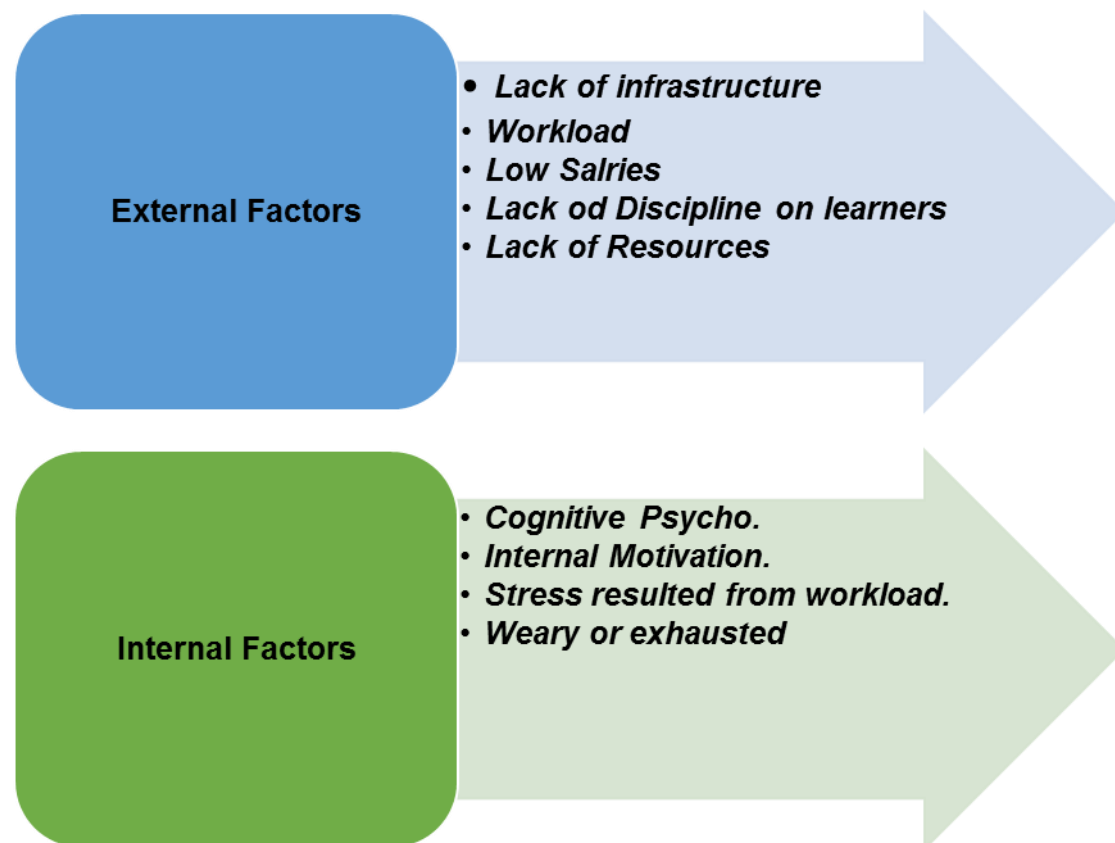
Day (2008:244) postulates that there are important negative results of reform on teachers' work lives and well-being. A cognitive socio-mental theory of feelings should, therefore, be used to aid researchers to understand how teachers take themselves and their duty and how they examine their context, (Slegers & Van Veen, 2006:108).

Bailey (2000:123) cites experimental evidence that the context and process of authorised change often leads to the sidelining of teachers, especially when it is not deep-rooted in their realities and expertise in the teaching. As a result of the change in the curriculum, teachers doubt their effectiveness and their moral obligation to the implementation may be compromised. Bailey believes that teacher demoralisation, as well as teacher knowledge incapacity about real and continued change, underlies poor curriculum implementation.

According to the final review report, teachers are weary as a result of the change, and their confidence is withered with what they do (centrally, teach)



has been undermined. The report argues that the authority of teachers in the classroom needs to be revived. This has two implications: firstly, the energy and courage displayed by the teachers in the teaching and implementation of the curriculum. Secondly, teachers want clarity on what they are required to teach. In this way, researchers debate that teachers will rekindle their confidence in their teaching practice, and authority as subject advisors in the classroom. Ultimately, this will activate both the academic and social participation made available to learners through their schooling.



**Figure 3.3 Factors that impact curriculum change (Leithwood, 2006)**

### **3.9 CURRICULUM CHALLENGES FACED BY PRINCIPALS AND HEADS OF DEPARTMENT IN THE IMPLEMENTATION**

The school principals and the HoDs had some challenges that needed to be attended to and that required the adjustment of personal traits, behaviourism,

emphasis on programme, and learning space for the new existing curriculum implementation and pacesetters. It requires the principals and HoDs to change from the current programme to the newly instituted programme; and this is an alteration that can be faced with passive resistance. The curriculum planner or implementor can activate such through behavioural changes depending on the staff response, quality of the first planning, and accuracy with which the steps of curriculum improvement are to be carried out.

Most of the educational improvements fail because those in charge of the changes have little or one-sided understanding of the organizational culture of schools. Many creative programmes are done by specialists outside the school scenarios. Furthermore, some of the principals and HoDs are under pressure, resulting in failure due to the hesitant implementation of the new curriculum.

This is instigated by the fast-fixed methods which intend to derive pleasure on the power that they have. The long-term solution in the implementation of the curriculum is to do it in different steps to achieve successful results. This will aid them to understand the organisational structure, consecrated traditions, powerful relationships, and to help members define themselves and their roles in the new curriculum implementation.

The behaviour of all players in the curriculum implementation needs to be addressed. Curriculum planners, administrators of the curriculum, teachers, and supervisors must be clear about the aim or intention, the nature of the curriculum, the real, and the potential advantages of the creative. According to Mashele (2005:9), implementation takes time to be done; it demands the courtesy of the people to be won to motivate their attitudes and mentality so that they change their current ways. If teachers feel involved and their reasons valued, they will contribute their best efforts to the new curriculum implementation.

Management in various schools, namely; principals, deputy principals, and HoDs, should act out the key elements of the new curriculum implementation that they would like to see across their schools, and show others what is happening in their classroom environment. This will aid teachers not only in their performance but also in their readiness to get and implement these new instituted ideas, and create their own teaching methods, (Khoza, 2009:21). Principals and HoDs as managers should improve their curriculum implementation by offering opportunities for innovation or creativity.

### **3.10 TEACHERS ROLE IN IMPLEMENTING THE CURRICULUM**

If teachers are provided with training workshops, they will be confident enough to implement the curriculum. The key responsibilities of teachers are outlined below:

- ❖ Be able to implement the curriculum
- ❖ Be able to know and comprehend the mentality of the learners
- ❖ Be well conversant with the teaching approaches and strategies
- ❖ Exercise the power of being the evaluator or assessor in the assessment of the curriculum implementation
- ❖ Have skills for a planner, designer, manager, evaluator, researcher, decision-maker, and administrator
- ❖ Play a pivotal role in the curriculum improvement process

#### **3.10.1 Role of teachers in curriculum implementation**

The roles of teachers remain encouraging in the successful implementation or failure of a curriculum, (Loflin, 2016). Mostly, researchers have motivated the need to thoroughly comprehend teachers' roles and problems during the new curriculum implementation, (Hall & Hord, 2015). Of the many tasks or activities explained in the literature, teacher fidelity stands out as being important but also for being inconsistent among teachers (Loflin, 2016). Jess, Carse and Keay (2016) deduced the need to prepare and train teachers to meet the aims and objectives of the new curriculum. Jess (2016) postulated

that teachers need the capacity building to create the developmentally appropriate learning activities that are in line with curricular expectations.

The focus of workshop and professional curriculum development stress the importance of teaching how to interpret and analyse the curriculum so that learners' needs with appropriate instructional practices will be addressed. One way to aid this situation, as Jess (2016) recommends, includes allowing teachers primary participation in curriculum development and the process of alignment as it focuses on knowing learners' needs, and then teaching accordingly. The authors found that understanding how teachers perceive their roles in curriculum development and implementation provides insight into teachers' concerns about implementing a new curriculum (Jess, 2016).

### **3.10.2 Who implements this curriculum?**

It is implemented by the teachers, and depends on the teaching and learning quality strategies, learning resource materials, and assessment in the curriculum implementation. Teachers can play an effective role in defining and implementing the curriculum after attending training and workshops. This includes comprehending and partaking in the curriculum improvement process, taking on new roles as advisors, facilitators, and curriculum planners. Teachers cannot be misled or viewed simply as reskilled technicians who submissively understand a given set of teaching strategies in line with the orders of a vague authority.

Moreover, teachers are active participants in the creation of classroom realities and curriculum implementation and consider their own beliefs, mentality, and insights of the relevant teaching and learning process. Policy designers have a wrong perception that curriculum implementation is a way that converts directly into a class reality situation. Therefore, teachers decide what is to be implemented and what it is not to be implemented. In addition, teacher's attitudes, feelings, and perceptions should be taken into cognisance before the launching of any creativity. Policy designers can identify, analyse and address any inconsistencies between teachers' thinking and ideas given

for curriculum improvement. According to Ornstein and Hunkins (1988), implementation is an interaction between those who have created the programme and those who are charged to deliver it.

Sarason (1990) argues that the main reason for the failure is a misconception of the organisational culture of the school by both experts and teachers externally and internally. A good implementation requires an understanding of the traditions, roles, and responsibilities of the teachers in the school system. Policy planners generally see the teachers as technocrat and do not include them in the curriculum improvement process.

### **3.10.3 Why are teachers important in the implementation of the curriculum?**

Without hesitation, the teacher is important for implementing the curriculum – teaching cannot happen without the involvement of the teacher. With their skills, values, knowledge, expertise, and capacities, teachers are core to any curriculum development effort, they are responsible for starting the curriculum in the classroom environment and outside the classroom environment.

Handal and Herrington (2003) emphasise the key role of the teachers in the curriculum implementation and call on policy designers to take teachers' insights and understanding into account. The role of the teacher is more than the curriculum implementation. While curriculum planners, administrators in schools and outside the education enterprise spend many hours on the curriculum, it is the role of the teachers to know what should be executed in the curriculum. To become a strong curriculum implementor, the teacher must be encouraged to play an integral role in every phase of the process.

Furthermore, teachers know their learners better than anyone involved in the curriculum. While the state often dictates the skills enclosed by the curriculum, a teacher can give insight into the set of materials, activities, and specific skills of implementing the curriculum. Teachers from multi-grades may

cooperate to identify the skills, learners' needs, and ensure that the curriculum implementation ensures that the learners progress to the next grade-level.

Ornstein and Hunkins (2009) clarify the new curriculum implementation as follow:

- ❖ Implementation needs teachers to *move* from the NCS programme which they are familiar with to the new CAPS.
- ❖ Implementation comprises *changes* in the values, knowledge, skills, actions, and attitudes of the teachers.
- ❖ Implementation is a process of *professional teacher development* and enhancement involving continuous interactions of the teachers, feedback, and help.
- ❖ Implementation is a process of *exploration* whereby teachers come to comprehend and practice a change in understanding and styles of living.
- ❖ Implementation comprises change that requires *vigour* and will give a certain amount of *concern* and to limit these, it is used to organise implementation into sizeable events to achieve set goals.

It is the responsibility of SMTs to ensure that teachers abide by the prescribed syllabus. When teachers diligently and efficiently follow a prescribed syllabus in the teaching practice, they are considered as being loyal to the curriculum implementation.

Fullan (2009:1) further highlights two views about curriculum implementation:

- *Laissez-faire approach or the "let-alone" approach*: this gives teachers the power to get what they consider the best to implement the curriculum. In effect, this allows teachers to present the lessons they believe in and are appropriate for class implementation and in whatever way they want to present the lessons. There is no form of monitoring or verification taking place in schools.

- *Authoritarian approach*: in this perception, teachers are authoritative based on a memorandum, in line with the curriculum. Teachers have no mandate over the offered subjects. The school principals exercise all the power in controlling which subjects are taught. Nonetheless, this approach is in an authoritative way of imposing the new curriculum implementation.

Considering the two approaches, Du Plooy (2010:25) postulates that the HoDs must be given greater accountability to manage the subjects in the departments. The two approaches can be used with more emphasis on the quality of teaching and learning. It is purported that the first accountability of the principal is to bring about the teamwork spirit to ensure performance (Du Plooy, 2010:25).

One of the duties of the SMTs is to ensure the effective delivery of important quality teaching and the maintenance of academic standards. Oluwatoyin (2006:31) describes the authoritative leader relating to the above discussion; it focuses on followers' flaws rather than what they did well. The principal demands obedience with the instructions without giving verbal reasons. Threats and punishment are used to inculcate fear in the teachers and set goals for the school.

Oluwatoyin (2006:44) further describes the democratic leadership approach as a leadership style that focuses on sharing – the manager shares decisions with the teachers. The contributions would be accepted by the teachers, but the final decision would be applied by the principal after consultation. Involving the teachers in decision-making, planning, and assessing the curriculum enhances teacher morale.

Rampasard, cited in Ndlela (2011:26), identified the advantages of a democratic leadership style:

- Allows for two-way communication to take place

- Ensures that creativity and innovation are considered
- Enhances teachers' morale by including teachers in decision-making, planning, and implementation
- Teacher satisfaction and productivity is a result of good human relations.

#### **3.10.4 The teacher's role in designing the curriculum**

Engagement between teacher and learner must be a priority for the successful implementation of the curriculum. Inputs can assist in the initial creation stage of the curriculum. As teachers are duly bound to give input, they are responsible for successful implementation. They should be confident enough to teach and address the concerns raised, as well as the learners' needs.

#### **3.10.5 Implementation by the teacher**

The teacher is responsible for implementing the curriculum, assessing the plan and ideas to be used for the successful implementation (based on the time, careful planning, and innovation effort). This, however, does not mean that a teacher cannot make minor changes, teachers can make changes in the curriculum for the benefit of learners. In fact, a strong curriculum is flexible.

#### **3.10.6 Reflection by the teacher**

Reflecting on a curriculum permits the teachers and others involved in the process to find any weaknesses and strengths in the curriculum implementation and attempt to make it easier to understand. Teachers may mirror curriculum implementation in different ways such as keeping a work schedule as they implement the curriculum, allowing learners to review and survey, analyse the results, and assess the assessments and data about the learner's performance. Reflection serves to improve a specific curriculum.

#### **3.10.7 Disadvantage of involving teachers in curriculum development**



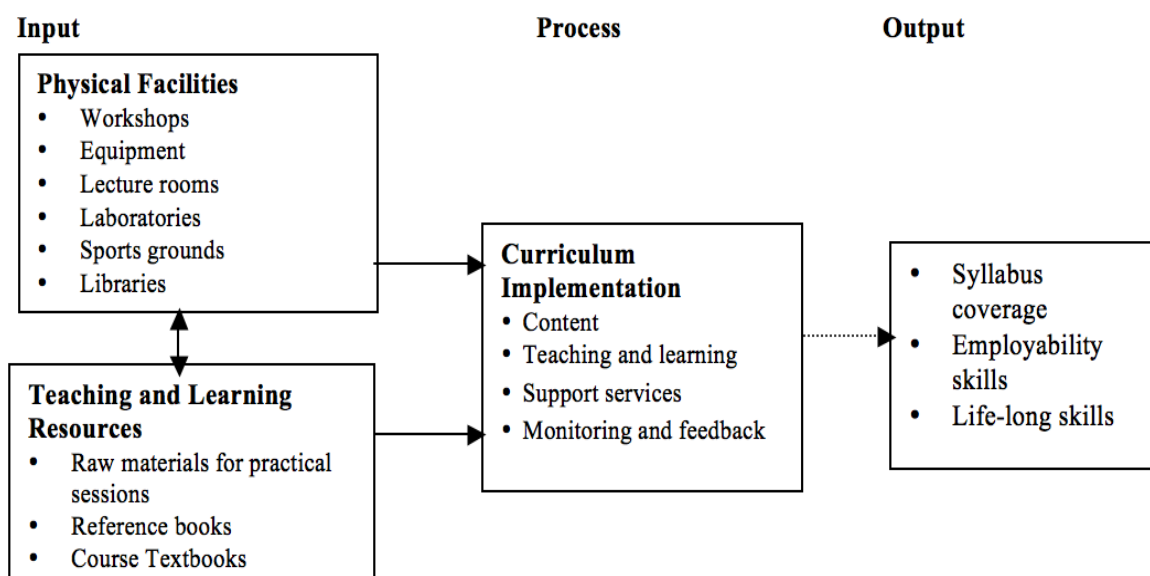
The beliefs and experiences of teachers are organized in interpreting the curriculum, because of adequate teacher training and workshops. Teachers' prior beliefs and practices can present challenges. Moreover, their understandings may interfere with their ability to interpret, analyse, and implement the curriculum changes.

### **3.10.8 How can professional development enhance teacher's role in the development and implementation of the curriculum?**

It is the responsibility of the teacher training workshop and development programmes to provide teachers with the chance to share their views and reflect upon their classroom practices to ensure curriculum implementation. In New Zealand in 2011, the pivotal change in the curriculum was initiated by the National Teachers' Organisation to assist teachers and appraise their workshops. Most importantly, proper recruitment and continuous professional development methods must be in place to bestow those entrusted with teaching with the correct knowledge, values, skills, attitudes, and values to retain them in the profession. In an attempt to get teachers to innovate and improve their knowledge of the teaching programme, teachers required professional development training. However, not all teachers will have the advantage of such experiences due to a lack of funds. An effective curriculum implementation can only be guaranteed through the teacher education system with curriculum improvement.

### **3.10.9 Resources**

Ample resources should be provided for curriculum implementation. All the teachers need to use the methods stated below to carry out the curriculum implementation. Bandele (2012) proclaims that the framework of the resources presents physical resources and teaching or learning resources as the efforts in the process of curriculum implementation. The contributions interpose with content, teaching, and learning process assessment of the implementation and support programmes to give the intended educational outputs, namely, content coverage, employability skills, and life-long learning skills.



**Figure 3.4: The effect of resources on curriculum implementation (Bandeled, 2012)**

### 3.10.10 Time allocation or instructional time

Adhering to the correct instructional time is tantamount to the correct implementation of the curriculum. The teachers are encouraged to know the hours allocated to their subjects and prepare the lesson based on this. In the Intermediate and Senior Phases, teachers must follow instructional time.

**Table 3.1: Intermediate Phase time allocation (DBE, 2012)**

Subjects	Time allocated per week (Hours)
1. Home Languages	Six hours
2. First Additional Language	Five Hours
3. Mathematics	Six hours
4. Natural Science and Technology	Three and a half hours
5. Social Sciences	
6. Life Skills	Three hours
	Four hours

**Table 3.2: Senior Phase time allocation (DBE, 2012)**

Subject	Time allocation per week (Hours)
1. Home Languages	Five hours
2. First Additional Language	Four hours
3. Mathematics	Four and a half hours
4. Natural Sciences	Three hours
5. Social Sciences	Three hours
6. Technology	Two hours
7. Economic Management Sciences	Two hours
8. Life Orientation	Two hours
9. Creative Arts	Two hours

### 3.10.11 School ethos

Munn, Cullen, Johnstone, and Lloyd (2001) explain school ethos as reinforcing all teaching practices, values, and skills on all aspects of the school's work and seeing a collective comprehension of how things are executed in a particular institution. Similarly, McLaughlin (2005) describes school ethos as "the predominant or distinction tone, spirit or feeling informing a recognisable entity including human life and contact".

These definitions include factors that contribute to the smooth running of the schools such as actions and human interrelations within the school system, to mention a few, which are done under the umbrella of school ethos. According to Smith (2003), school ethos includes all features of a school, organisational culture, organisational climate, and philosophy of the curriculum implementation.

The school ethos is formed through interaction between the different cultures, teachers, learners, parents, local community, and the school values. Including, the instituted structures, processes, and competence in the curriculum implementation.

### **3.10.12 Professional support**

Professional support is given to the teachers through workshops, training, meetings, seminars, and performance-based incentives. The researcher has concluded that a support role is a necessity for teachers' successes and implementation of new curriculum, (Bakir, Devers & Hug, 2016; Bautista, Ng, Múñez & Bull, 2016).

Areas of support fall into different categories but administrative influence, related administrative roles, and professional improvement opportunities are seen as a priority in the literature, thus supporting the need to emphasise these areas for the successful curriculum implementation (Cetin, 2016). Administrative moral support and professional improvement opportunities are significant regardless of whether teachers are provided with teaching resources and are comfortable with implementing the new curriculum, (Bakir, 2016).

### **3.10.13 Professional adequacy and interest**

Teachers have an interest, ability, and competence to teach the new curriculum based on their self-confidence, and attitude towards the new curriculum. The idea of educational adequacy is deeply rooted in the original historical tension between the new curriculum and the old syllabus. The aim of teaching was to measure the adequate provision of education and social welfare. This has helped to prevent a breakdown in the social contact between democracy and the new curriculum since the industrial revolution started.

### **3.10.14 Developing an enabling school culture and climate**

In differentiating between culture and climate in schools, Owens (1991:171) maintains that culture refers to shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms, while climate defines the thoughts and beliefs people have in the organisations. In short, according to Owens, culture refers to the way we do things. The notion of culture as "the

way we do things”, is also articulated by Caldwell and Spinks (1991:68). They emphasise that one does not search and then find a culture of the school, but one experiences it in ordinary day-to-day activities.

Caldwell and Spinks (1991) further maintain that we do things in our schools because we have values and beliefs about what ought to be done. These are referred to as the untouchable foundations of culture. On the other hand, climate, as defined by Owen (1991:55), refers to the perceived effects of the formal system, the informal style of managers, and other important environmental factors on of attitude, beliefs, values, and motivation of the people who work in a particular organisation.

Van der Westhuizen (1991:630), argues that climate refers to the prevailing and normative circumstances which set the tone of the school. Schreuder (1993:20) explains that climate is the unique atmosphere prevailing in the school. The school climate is, in fact, a result of the interaction between the SMTs, teachers, pupils, and parents.

Close collaboration between these groups in the interest of the learners’ education leads to a better climate. They also emphasise that a school climate also results from the extent to which the SMTs fulfil their tasks as educational leaders. The role of SMTs in developing an enabling school culture and climate will be briefly discussed.

Management activities associated with the cultural development involve the establishment of school purposes and mission, new members to the school, articulating school beliefs, traditions, and explaining how things are done within the school. Van der Westhuizen (1991:59) is of the view that cultural life in schools is a constructed reality and SMTs should play a key role in building this reality. Van der Westhuizen further argues that culture governs what is of worth for the school staff. This includes values, beliefs, shared meanings of parents, students, and teachers, and how the members should think, feel, and behave. It is the researcher’s submission that all schools and organisations have their cultures created by the learners of a school.

In a school situation, the researcher would assume that the SMTs should establish the culture and climate that promotes and sustains success. Although the SMTs are confronted with a variety of tasks and functions, another role of SMTs relates to educational leadership. Educational leadership is viewed by researchers as encompassing aspect of schooling that impacts learning and teaching. The next section discusses SMTs that demonstrate appropriate leadership.

### **3.11 THE ROLE OF SCHOOL MANAGEMENT TEAMS IN THE IMPLEMENTATION OF CURRICULUM CHANGE**

According to the DoE (2000b:2), SMTs are responsible for the managing of the school, though there is no clear legislative definition of SMTs. However, the working definition used by the DoE in South Africa is that SMTs must be comprised of the following people:

- Principal
- Deputy Principal (appointed)
- Head of Department (appointed or acting)
- Senior or Master teachers (in case the school does not have appointed people in managerial positions)

The formation of the SMT, as mentioned above, implies that SMTs can work well without the assistance of a deputy principal. Most importantly, the principal and HODs remain significant members of any SMT in different schools. According to the DoE (2000a:4), SMTs are accountable for the management of the curriculum implementation.

The requirements of the NCS have widened the scope of the role of all SMTs to give rise to the main responsibility for the teaching and management of the implementation of the curriculum. This view signifies that the SMTs should take the lead in implementing the curriculum into action and enhancing it. Smit

(2000:256) agrees that SMTs are regarded as the agent of change, tasked to take a leadership role in the managing process of the curriculum implementation in a school setup. This accountability puts the roles of the SMTs, both as a person in their professional building capacity, at the core of the success of the curriculum change implementation in schools.

“The swift application of the curriculum implementation has much to do with the quality of the teachers and leadership displayed at the school; there’s a need to improve leadership” (Janzi & Leithwood, 2006:202). They emphasised that instructional leadership is a significant role player in the administrative function. In school, support positively impacts teachers’ dedication and effectiveness, especially if teachers perceive the principal as a strong person, with a clear born vision and mission for the school.

Janzi and Leithwood (2006:222) conducted a study on the results of the school leadership on learners, teachers, and their classroom teaching practice. These researchers found that the SMTs played a pivotal role in the teachers’ classroom teaching practices, but not on the learner progression. Although the SMTs extrinsically motivate the teachers, build their knowledge, and establish good work settings, there was a rift between teaching practices that are altered and practices that are not, and the strength of the leadership for expediting the learner. The learning hangs on the specific classroom teaching practices which SMTs encourage, enhance, and promote.

In this context, SMTs must move from the rigid totalitarian model of education of the past to one fundamental difference based on ideocratic principles. They are considered to align their current teaching practices, plans to approach, and education systems that assist the school to achieve the results of the new curriculum (Ndou, 2008:4). In this regard, SMTs must lead the teachers in selecting the appropriate resources and teaching support materials with good activities or tasks. The DBE (2006:3) emphasises the following principles that guide SMTs in supporting the teachers as the curriculum implementors:

- Clear and good processes of democracy
- Limit subjectivity through a clear vision, open deliberations with teachers, highlight teacher's feedback and perception
- Identifying good teaching practice as well as areas of improvement
- Encourage ongoing teacher development

Consequently, the purpose of SMTs performing class visits is to support to the teachers, not to condemn them, for ongoing growth and development, single out the successes and challenges in the CAPS implementation, confirm quality school-based curriculum in the development of the teachers that will reduce inequality in teaching and learning, and contribute to the evaluation process of the teacher's performance. SMTs must enlist the support to be given to teachers and learners and capture the attention of all stakeholders (different from both background and personality perspective), and work together to change and improve the curriculum (in overt and covert ways).

SMTs have a duty to assess schools and consider the following important factors when dealing with assessment:

- ❖ To improve the school assessment plan
- ❖ To improve tools for quality assurance in assessment tasks
- ❖ To allow informal assessment
- ❖ To give a balanced formal assessment
- ❖ To comprehend and apply assessment frameworks
- ❖ To establish a policy/section within a school policy that controls the monitoring and support of assessment
- ❖ To devise a tool to assess informal assessment
- ❖ To improve the management plan for pre-and post-administration moderation of formal assessment tasks

### **3.12 FACILITATING CURRICULUM IMPLEMENTATION IN SOUTH AFRICA**



Fullan (1993) explained that curriculum implementation will be difficult to implement if South Africa is still using the same teachers who implemented the apartheid syllabus. The integration of the teachers made it possible for the smooth curriculum implementation in the education system, (Taole, 2013). The teachers' views on curriculum innovation and the implementation process are compulsory in ensuring success, (Taole, 2013). Teachers play a pivotal role in the new curriculum implementation, (Nunalall, 2012). It is imperative that teachers' understanding and insights about curriculum change be examined.

The implementation of the curriculum has also proven difficult in the Vhembe District. The workshop facilitators did not fully understand the CAPS. Cuban (1993) postulates that it creates a problem if the view of the teachers on how to implement curriculum are not included by the curriculum planners, and the actual curriculum taught by teachers in their classroom environment.

The implementation concerns include many interpretations of the new curriculum and the workload burden. Such interpretations often resulted in a challenge that teachers face in the implementation of any new curriculum (Smit, 2001; Chisholm, 2005; Pudi, 2006; Taole, 2013). It is important to provide workshops and support to the teachers, SMTs, and parents in order to yield effective curriculum implementation (Dunlap, Lovannone, Wilson, Kincaid & Strain, 2009). According to Dunlap *et al.*, (2009), there must be a close relationship between school improvement work and initial teacher training.

Teachers must be motivated to form groups or networks in the intermediate phase. In so doing, they can share ideas of implementing the curriculum and experiences of the previous curriculum regarding the curriculum implementation by reviewing their teaching methods, teaching, and learning resources, and school functions (Mdutshane, 2006). The teacher training workshops and teacher support groups play an important role in how to apply the curriculum implementation by influencing teachers' comprehension and

their classroom teaching practices, (Kirkgoz, 2008:2). Fullan (1993) adds that skills and training should be made available to ensure that the prerequisites of the new curriculum are adhered to.

### **3.13 TRAINING AND SUPPORT IN IMPLEMENTING THE CURRICULUM**

According to Wilson (2009), in educational improvements, the thoughts of the teacher need to be taken into consideration as the teachers will be implementing the curriculum. The teachers must motivate the implementation of the new curriculum. The researcher suggests that the DBE must involve teachers when the policies are changed so that their ideas and experiences can be incorporated.

The other issue is that the new curriculum and its learning materials are often inappropriate for use by the teacher. Wilson (2009) further states that “it is very important to give support to teachers, SMTs, and society, to effectively implement the new curriculum. Wilson (2009) debates that “there must be a close relationship between school improvement work and first teacher workshop”. This might aid in empowering teachers with first-hand information on using the new methods and skills. In the CAPS, the number of subjects were reduced from eight to six in the intermediate phase. This will need a newly generated timetable and teacher workshops for the subjects that were merged (such as natural science and technology).

According to Mdutshane (2007), curriculum planners need to support the teachers and monitor the processes for helping them understand the classroom events. Mdutshane (2007) further adds that the limited teacher training has made the school form groups for discussing the implementation of the new curriculum in the Intermediate and Senior Phase primary schools. In these groups, ideas and thoughts about the new curriculum implementation are shared, including reviewing the teaching approach, teaching, and learning resources, and school functioning activities. Teacher workshops and support meetings play an important role in how teachers can implement the curriculum, influencing teachers’ comprehension, and their classroom

practices teaching (Kirkgoz, 2008.2). In agreement, Fullan (1993) states that skills and workshops should be made available to ensure that the requirements of the new curriculum implementation are achieved.

According to Mamosa (2010,28), workshop sessions that were presented and follow up meetings were not suitable thus the information becomes vague. Mamosa (2010,28) further states that insufficient teaching and learning resources negatively impact the curriculum as teachers still require guidance about the curriculum and new methods of teaching it. Lin and Fishman (2006) highlighted in Mamosa (2010) that teachers want detailed insight and subject content and access to curriculum lesson structures to aid them as curriculum planners make good decisions regarding their changes and implementation of the new curriculum.

Badugela's (2012) study revealed that attending meetings three days in a quarter was insufficient for the teacher as they are expected to teach learners based on knowledge acquired within a short period. Mamosa (2010:42) added that ongoing training for teachers in the form of meetings will be used to empower them with new skills development for the implementation of a new curriculum.

Nunalall (2012:17) revealed that policy alteration requires teachers to participate in the professional teaching and learning on an ongoing basis. In addition, Mbingo's (2006) study conducted in Mpumalanga revealed that teachers were frustrated with the in-service workshop opportunities and meetings which were insufficient and left them unskilled. It is important that the teachers are taught the appropriate skills and knowledge before the curriculum implementation.

### **3.14 CURRICULUM DEVELOPMENT**

#### **3.14.1 Steps for curriculum development**

To ensure quality education, schools should be actively included in curriculum development and implementation. Curriculum development includes the following steps:

- 1) Identifying the learning needs of the learners
- 2) Setting priorities for the new curriculum development
- 3) Searching and retrieving activities from within and outside the school
- 4) Designing curriculum programmes that are beneficial to the learners
- 5) Implementing curriculum programmes for development
- 6) Evaluating the effectiveness of curriculum programmes
- 7) Adapting curriculum programmes

To meet the needs of an increasingly globalised world, teachers, politicians, parents, and corporations across the world have called for major school changes by restructuring the curriculum. Hameyer (2003) proposed that the quality of a curriculum can “only be as good as the quality of the curriculum process. The word curriculum is used in many different contexts, by principals in the schools, teachers, curriculum planners in the education systems, and increasingly by politicians.

When a new curriculum has been introduced, it is essential that the people who will be affected in any way are informed to comprehend its relative merit over the previous one. This is to ensure that their support for the new curriculum and contributions are organised. Such people include the teachers, educational personnel from the Ministry of Education headquarters to circuit managers, parents, religious leaders, politicians, professional bodies, and the public. Through their vigour, they will improve the success of the entire curriculum process and anticipate any resistance of implementation, disruption, or indifference to it.

### **3.14.2 Curriculum implementation planning**

Afangideh (2009) posits that the concept of curriculum implementation is the actual engagement of learners with planned learning opportunities.

Marsh and Stafford (1988) also emphasised three dimensions of the curriculum concept.

- Firstly, they explain that curriculum inculcates not only syllabi or content, but also a detailed analysis of other things such as aims and objectives, learning experiences of the teachers and learners and assessment, as well as recommendations for interconnecting them for optimal results.
- Secondly, curriculum includes the planned or intended learning, attention to unexpected situations that may occur in the classroom.
- Thirdly, curriculum and teaching are inextricable.

Lovat and Smith (2003) argue that curriculum is part of teaching and cannot be separated from the teaching. Therefore, the most agreed basic notion of the curriculum is that it refers to *a plan for learning* (Todd 1965; Neagley & Evans, 1967; Zais, 1976; Marsh & Stafford, 1988; Van den Akker, Kuiper & Hameyer, 2003; Lovat & Smith, 2003).

This definition of a curriculum (Van den Akker, 2003) confines itself to the core of all definitions, allowing all sorts of amplifications for specific educational standards, contexts, and representations. In deliberating this curriculum definition, Marsh and Stafford (1988) contend that curriculum is an interconnected series of plans and experiences which a learner accomplishes under the assistance of the school.

Stages in the curriculum process when dealing with learning tasks include the teacher and learners participating in the deliberations targeted at promoting learning. This is the collaboration stage of the process of the curriculum, this takes place in the classroom environment through the help of the teachers, learner, school administrators, and parents. It also incorporates the application of physical facilities and the adoption of appropriate educational strategies and approaches.

The quality of curriculum implementation for any community is the foundation of its political, economic, scientific, and technological well-being. The teacher is known as the curriculum implementor. The teacher is the one who translates the curriculum document into a working curriculum through joint assistance from him or her learners and other interest groups as suggested by Mkpa (1987). This suggests that the job of implementing the curriculum depends on the teacher.

The teacher does not just implement the content as it is, rather makes it manageable. Moreover, a hidden curriculum contains underestimated significance of the dynamics of human interactions in organisational behaviour which are unnoticeable but have a powerful influence on organisational culture and climate (Nieto, 2007). In this sense, culture refers to the values and symbols that affect organisational climate. According to Owens (1987:168), the symbolic aspects of school activities e.g. traditions, rites, and rituals are incorporated, for these are the values that are transmitted literally from one generation of the organisation to another.

### **3.14.3 Models of curriculum implementation**

There are several models of curriculum implementation, however, for the purpose of this research, only the selected models that are useful in curriculum implementation in the various institutions are discussed below:

#### **3.14.3.1 Overcoming-Resistance-to-Change (ORC) model**

This model rests on the assumption that the success or otherwise of curriculum implementation primarily depends on the influence of the developer and users of the curriculum such as teachers, learners, and the community in general. Change must address people's misgivings, misconceptions, or other factors. The curriculum incorporates appropriate values, assumptions, and beliefs. Moreover, while defining the persons within the system that get the admired results, the teachers should be motivated rather than instructed. Curriculum planners should, therefore, notify and deal

with the problems of the teachers in various educational schools when implementing the new curriculum.

The four broad developmental stages are discussed below.

- i. ***Unrelated Concerns:*** At this stage, teachers do not see a relationship between themselves and the proposed changes. E.g., if a new programme is being established, a teacher at this stage may or may not be aware of this effort. If he/she is aware of it, he/she may not think of it as something that concerns him/her. The teacher would not refuse the change, because he/she really does not understand the change as something that impacts him or her own personal or professional field.
- ii. ***Personal Concerns:*** At this stage, the teacher will react nor be reactive to creativity in relation to him or her personal situation. He/she is worried about how the new curriculum programme compares to the old.
- iii. ***Task-related Concerns:*** This stage focuses on the real use of the revolution. The teacher at this stage will be worried about the time needed for teaching the new curriculum, availability of resources, and approaches to be adopted.
- iv. ***Impact-related Concerns:*** At this stage, the teacher will be worried about how the revolution will impact others. When working with the ORC model, we need to deal directly with the concerns in stages 2, 3, and 4 for the purpose in which the change is affected.

### **3.14.3.2 Leadership-Obstacle Course (LOC) model**

This model treats the teachers' resistance to change as challenging and suggests that we should gather the data to get the extent and nature of the resistance in curriculum implementation. This can be executed by the following:

- i. Organisational members must have a clear understanding of the proposed revolution.
- ii. Teachers within the schools must be provided with the relevant skills.
- iii. Necessary resources and equipment for the innovation must be completed.
- iv. If needed, the school structure must be customised so that it matches the innovation being proposed.
- v. Teachers in the innovation must be encouraged to spend the much-needed time and effort innovating.

According to the LOC model, educational change is a series of three stages:

- i. Initiation
- ii. Attempted curriculum implementation
- iii. Amalgamation

The implementation obstacles solved individually utilising this model may arise again at another point. Therefore, this model provides feedback and verifies the mechanism to solve to avoid reoccurrence.

### **3.14.3.3 Linkage model**

The 'linkage' model acknowledges that there are pioneers in research and development centres such as universities and colleges. Teachers in the field sometimes find ways that are ground-breaking and not appropriate for solving the concerns. What is therefore acquired is a match between the concerns and innovations to the development of linkages with the established research centres. This model envisions two systems: the user system and the resource system. There must be a link between these two systems. The resource system should have a clear picture of the curriculum user's problems if it is to create appropriate educational resources or activities. A successful resource system must proceed through a cycle of diagnosis, search, retrieval,



manmade solution, transmission, and assessment to test out its product. Thus, in the linkage model, the basic process is the transfer of knowledge.

#### **3.14.3.4 Rand Change Agent (RCA) model**

The Rand Change Agent (RCA) model suggests that organisational dynamics seem to be the chief resistance to change. As in ORC and LOC models, it puts forward the following three stages in the change process:

- i. **Initiation:** At this stage, the curriculum planners work to secure support for the expected change. To ensure change, such as a new programme, people must agree that it is not illegitimate. Thus, curriculum implementation activity needs the personal support of the teachers involved. For example, at this stage, we should tell the teachers about the need for the change and the formula to be used
- ii. **Implementation:** At this stage, the proposed change, i.e., the new curriculum and the organisational structure are adjusted to work for the change.
- iii. **Incorporation:** During this stage, the changes implemented become part of the planned curriculum. The assumption behind the success of the implementation:
  - characteristics of the proposed change
  - abilities of the academic and administrative staff
  - readiness of the local society
  - organisational structure

#### **3.14.4 Challenges impacting the implementation of the new curriculum**

Curriculum implementation has been defined in different ways by different scholars. Garba (2004) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the

curriculum is designed. Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. In a nutshell, Ivowi (2004) sees curriculum implementation as the translation of theory into teaching practice, or proposal of teaching new curriculum into action.

Mkpa and Izuagba (2009), in Obilo and Saugoleye (2015), defined curriculum implementation as the actual engagement of the learner with organised learning opportunities; this planning incorporates the instructional resources that will be utilised for its implementation at various stages. Yobe (2011) cited in Aneke (2015) also argued curriculum implementation as the task of changing the curriculum concept into a working curriculum by the improved efforts of the teachers and community.

Fullan, in Owusi (2009), is of the view that curriculum implementation is the process of putting a document or an educational programme into teaching practice. Leithwood (1982), like most other curriculars, considers implementation as a process that tries to limit the difference between existing practices and the teaching practices suggested by innovators or change agents. Implementation is the act of putting the prescribed curriculum into practice in the school.

It is the ultimate objective of the curriculum implementation process because only after this has been done will learners have the time to undergo the curriculum and benefit from it. In line with the above, Agangu (2009) cited in Aneke (2015) expressed that curriculum is the mechanism through which the educational system inculcates into the learner, knowledge, skills, and attitudes which society has prescribed.

### **3.14.5 Challenges affecting the implementation of the curriculum**

*The first issue* of implementation is the lack of teacher involvement in matters relating to curriculum implementation either in planning or change, and that make good performances impossible, no matter how the teachers'

methodological competence is based; unfortunately, teachers are not part of this curriculum process stage. Ibrahim (2003) cited in Nwanze (2015) stated that the involvement of teachers in curriculum planning ensure quality curriculum.

He further argued that the situations under which education serves the highlighted aspirations of any nation are based on the quality of the teachers. This quality will be optimally improved if the teachers fully participate in the curriculum planning and other curriculum processes (not only in the classroom implementation of the curriculum) (Mkpa & Izuagba, 2009 cited in Obilo & Sangoleye, 2015).

*The second issue* is excess content for inclusion in the curriculum. Obilo and Saugoleye (2010) further added that the time allocated for implementation of the curriculum is insufficient.

*The third issue* is concerned with the dispatching and distribution of the resource materials for achieving the teaching and learning objectives. Such materials include textbooks, instructional, desks, etc. Sometimes the curriculum is implemented without adequate resources thereby making it difficult for learners to assimilate lessons.

*The fourth issue* of curriculum implementation is non-participation of the community's in the curriculum implementation. Curriculum is the instrument through which the community, via the schools, teaches its members, both adult and young. Therefore, the quality of education in every society is assigned to the quality of the community's curriculum. According to Alade (2011), the main reason for the failure is a lack of understanding of the school culture by both planners outside the school system and teachers in the system. Successful implementation of curriculum requires an understanding of the power relationships, traditions, duties, and responsibilities of teachers.

*The final issue* focuses on planning the implementation. It is essential that teachers plan the implementation of a curriculum to ensure successful

implementation. The planning process covers the needs and alterations and necessary resources for executing the intended actions.

#### **3.14.6 The importance of teachers' involvement in curriculum development**

The most significant person in the curriculum implementation process is the teacher. With their knowledge, experiences, and competencies, teachers are central to any curriculum development. Better teachers ensure better learning because they know the teaching practice. Moreover, their opinions and ideas should be incorporated into the curriculum for development.

On the other hand, the curriculum developers must consider the teacher as an important aspect that impacts the curriculum (Carl, 2009). According to Ramparsad (2000), the teachers' involvement in the curriculum development process is significant. On the other hand, in any curriculum implementation process, not all teachers will have the opportunity to be involved in this process.

Handler (2010) is of the belief that the professional development of teachers is crucial in contributing to the success of the curriculum development and implementation. The teacher involved in curriculum development has many roles and responsibilities and would be pleased to see him or her learners develop their skills. The teacher develops lesson plans and syllabi within the framework of the given curriculum as the teachers are responsible for implementing the curriculum to meet the needs of students through the assistance of the NECT, (Carl, 2009). Many studies support the development of the teachers by being involved in the curriculum development. For example, Fullan (1991) found that the level of teacher participation as the centre of curriculum development leads to more effective achievement of educational change. Therefore, the teacher is an agent in the success of curriculum development including the steps of curriculum implementation and assessment.

Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can collaborate with curriculum development teams and experts to select relevant and appropriate textbooks and content. Teacher participation in curriculum development is crucial for the alignment of the classroom content.

Teachers are the curriculum implementors – although this is usually facilitated by the education specialists at the district level, quality assurance and standards officers, school system, principals (or head teachers), deputy principals, and fellow teachers – several important steps should be taken to validate the effective implementation of the developed curriculum

#### **3.14.6.1 The learners**

Learners are also a critical figure in curriculum implementation as the recipient. While teachers are the arbiters of the classroom teaching practice, learners hold the key to what is transmitted and adopted from the curriculum implementation. The adopted curriculum can be quite different from the curriculum that is implemented in the classroom. The learner factor impacts the teachers in choosing learning media, hence the need to consider the different characteristics of the learners in curriculum implementation.

#### **3.14.6.2 Resource materials and facilities**

Meaningful teaching and learning cannot take place without the relevant resource materials. For the curriculum to be fully implemented as per plan, the DBE should supply schools with adequate resource materials such as textbooks, teaching aids, and stationery timeously. Moreover, in the curriculum implementation, the DBE must also provide physical facilities such as classrooms, laboratories, workshops, libraries, and sports fields to create a conducive environment as many schools have dilapidated infrastructure. The availability and quality of resource materials have a positive impact on curriculum implementation in various schools.

### **3.14.6.3 Interest groups**

Several interest groups exist in all communities to facilitate teaching process, namely, parents, and teacher unions, religious structures, local authorities, and companies. These groups can impact the curriculum implementation as:

- ✓ They can give the schools financial resources to purchase necessities such as materials.
- ✓ They can assist in the selection of subjects to be included in the curriculum at school.
- ✓ They can influence learners.

It is, therefore, significant to involve these groups at the curriculum planning in all meetings.

### **3.14.6.4 The school environment**

Schools rich in socio-economic status may have adequate human and teaching materials to implement the curriculum, as compared to schools in poor economic environments.

### **3.14.6.5 Culture and ideology of the school**

Cultural and ideological differences within a community can also impact curriculum implementation. Some communities resist a domineering culture and ideology of the DBE, but they need to be incorporated in all events.

### **3.14.6.6 Instructional supervision by the principal**

Curriculum implementation cannot be successful unless it has been made possible through the supervision of the school principal as the head monitors through:

- Delegates teachers such as a deputy or HoD.
- Provides allocated time for subjects taught at the school as per CAPS.
- Allocating teaching and learning materials as procured in the norms and standards.
- Making a conducive atmosphere for effective teaching and learning.

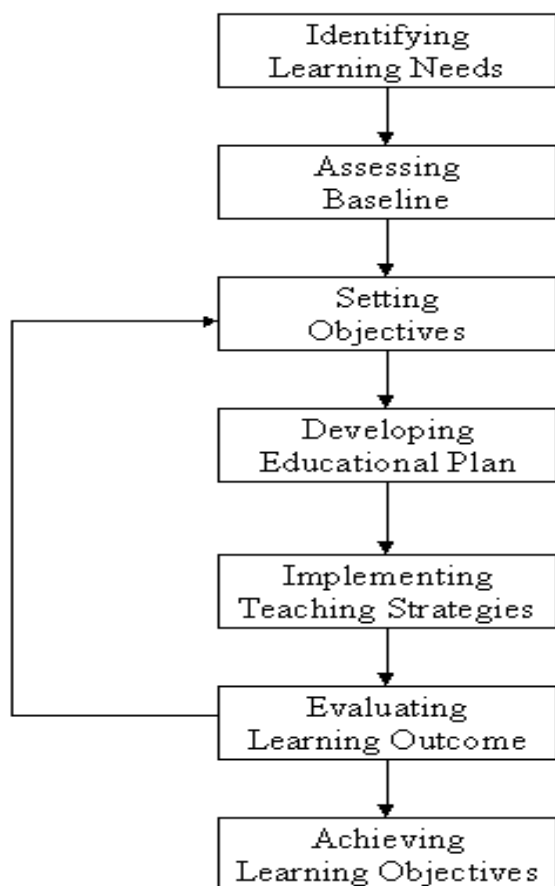
The principal monitors and leads the curriculum implementation by ensuring that worksheets or pacesetters, lesson plans, and records of marks are regularly checked". The principal or delegated teacher maintains a set tone and organisational culture and ethos that create a conducive climate of social responsibility. Thus, effective curriculum implementation takes place in a school where the head can execute the delegated functions.

### **3.15 ASSESSMENT**

Assessment is an important component of the curriculum in the implementation. The term assessment is defined differently by different scholars to mean what teachers should be doing in the classroom". One scholar explains assessment as the information used by the teachers in the curriculum implementation. In the same way, assessment may also be defined as the process of getting and deliberating about the information from many and different sources to understand what learners know, comprehend, and can do with their ample knowledge as a result of their educational knowledge.

The purpose of assessment is to gather the relevant information about learner performance or progress, or to determine learner interests to make judgements about their teaching and learning process. After acquiring this information, teachers can assess the learners' competence, as well as specific predispositions of the group, to modify their teaching strategies. Assessment is, therefore, the most important part of teaching, as it assesses whether the goals of education are being achieved. Assessment influences decision-making about school grades, classroom placement, the

advancement of the types of assessment, teaching needs, and curriculum implementation.



**Figure 3.5: Assessment flow chart (Tickle, 2000)**

It is evident from the definitions mentioned in the preceding paragraph that a teacher must continually assess learners to ascertain the effectiveness of him or her teaching methods. Moreover, a teacher can assess learners by giving them activities that are designed in different approaches such as assignments, tests, projects, and examinations according to the assessment policy prescribed by the CAPS.

It is worth adding that assessment requires thorough knowledge of different means of assessing learners from subject teachers (Tickle, 2000,35). It also needs teachers who have been well-trained to formulate clear questions and those skilled in the compilation of different types of assessment strategies.



Teachers should be able to differentiate between assignments and projects; and be able to formulate questions for different levels or grades. They should be able to construct low, middle, and high order questions for daily activities and formal assessment tasks, (DBE, 2011:47).

Assessment is the process of collecting, capturing, interpreting the curriculum, reporting information about a learner's progress and attainment in providing knowledge, values, skills, and attitudes. The dominant purpose of assessment is "to provide data on the learner attainment and progress and set the direction for ongoing teaching and learning processes". Assessment moves beyond testing the knowledge of the learner.

It concerns the daily contacts between the teacher and the learner that inclusively participate in the interactions, observations of the lesson, and actions in the teaching and learning. A well-built curriculum ensures that schools follow a strategy of teaching and learning, including assessing learners, curriculum programme planning, and evaluation of the applied teaching.

Moreover, assessment should be something internal to the learning and teaching process or it must be included at the end of the teaching and learning process, clearly for the process of administration or reporting purpose to the parents. Rather, it is a core part of efficiently teaching and learning process, whereby the learners are corrected on their progress. The teachers plan their work/teaching schedule. Similarly, as part of their work schedule, they should also design the assessment of the learner's progress and reporting system.

School-based assessment is an assessment which is focused on the teaching and learning process. It includes the teacher and learner from the beginning to the end; from planning the assessment programme of the learner to identifying and/or improving the appropriate assessment tasks of the learners and choosing the appropriate assessment tools through assessing the teaching and learning.

It allows the teacher to provide immediate feedback to learners, while SBA tasks can be used as assessments for formative and summative learning. Summative assessment refers to the formal designed assessments at the end of each unit or term which are utilised primarily to assess the learner's progress and reporting.

Learners in the Vhembe District are evaluated by the district officials, using common set assessments to assess their performance, understanding, and progress. It also assists in future planning for study materials. This assessment is conducted quarterly in the Vhembe District and it aims to evaluate the teaching and learning progress of all the learners using the same tasks. On the contrary, summative assessment is conducted quarterly. The primary difference between formative and summative assessment lies in their nature of doing things, and the frequency of assessment provides good teaching and learning.

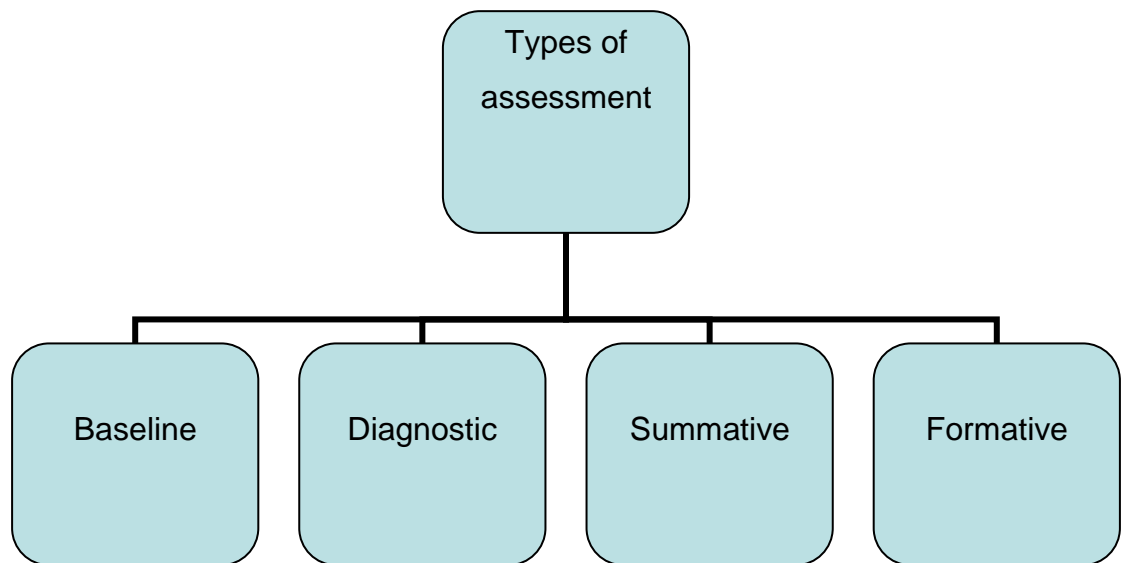
The teacher must consider the following in planning and implementing an assessment activity:

- Curriculum implementation must have content, concepts, and skills that are being assessed.
- Different examples must be utilising in the assessment activities.
- Different assessment activities must be used for all the ability levels and learning styles.
- Teaching and learning resources need to be made available.
- The evidence of the assessment is recorded after the checklist, assessment rubric, learner's class workbook, and worksheet.
- Learner scores/marks are recorded.
- Follow up interventions such as remedial and enrichment classes.

### **3.15.1 Assessment guidelines**

The different types of assessment provided in the NCS are listed below:

- Baseline assessment
- Diagnostic assessment
- Formative assessment
- Summative assessment



**Figure 3.7: Types of assessment (Curriculum News,2012)**

In addition, the difference between formal and informal assessment is clarified. In contrast, the CAPS only highlight two types of assessment, namely.

- Formal (assessment of learning)
- Informal (assessment for learning)

The NCS describes three methods of assessment, namely.

- Self-assessment
- Peer assessment
- Group assessment

According to Van den Berg (2004:282), baseline assessment usually takes place at the start of the grade or phase to unearth what teachers already know about the learners. It can also be used to collect information about the challenges in teaching and learning, referred to as a 'diagnostic assessment' and can be followed by leading, appropriate moral support, and intervention approaches. Formative assessment checks maintain the process of learning and teaching and are utilised to inform the learners and teachers about learners' progress to enhance the learning.

Moreover, Van den Berg (2004:282) shows that summative assessment gives an overall picture of learners' progress in class at a given time, such as at the end of a term. Tests can be utilised in combination with other types of assessments (Hancock as cited by Van den Berg, 2004:282). Other assessments include a portfolio assessment which is done by evaluating the meaningful collection of the learner's task. It must be a purposeful collection of a learner's task that gives the story of his or her efforts, reports, and other related resource materials (Van den Berg, 2004:282).

Portfolio assessment has many advantages for language as a school subject; for example, it can provide samples of performance collected over time, evidence of utilise and create awareness of the process (Martyniuk *et al.*, 2007:4). It includes evidence derived from more realistic activities in meaningful contexts, rather than relying on artificial, decontextualised tasks.

A further advantage of this method is that it can represent the different types of self-assessment which can also be useful in many ways of encouraging the learners and having them reflect on their progress (Martyniuk, 2007:4). Lastly, Van den Berg (2004:282) describes systemic assessment as a way of monitoring the performance of the education system.

One component of this is the assessment of learner performance in relation to national indicators. The Gauteng Department of Education (2002 cited in Van

den Berg 2004:283) uses four methods of assessment within the different kinds of assessments, namely:

- ❖ *Self-assessment* happens when learners evaluate their own work. It gives them the time to reflect on their progress and to make plans for their future. Self-assessment can add to learners' potential to enhance their own learning. Kraayenoord and Paris (1997:525 cited in Steyn 2000:175) define self-assessment as the process in which the learner assesses his or her knowledge and skills in the field of study by evaluating his or her answers to tasks.
- ❖ *Peer assessment* occurs when learners evaluate one another's work and share the assessment with the class. They can rate the oral and written work of their peers, highlight areas that need attention, as well as areas that are presented well (O'Malley, 1997:4 cited in Van den Berg, 2004:283). Groups can evaluate themselves or other groups in the class.
- ❖ *Group assessment* assists learners to focus on their work towards achieving set goals. Assessment can be done by completing a checklist or open-ended questions.
- ❖ *Teacher assessment* is the old way of evaluating learners, and it is probably the best-known approach of assessment. Certain tasks can be evaluated by the teacher, for example, a written piece of work or a test. The CAPS narrows this down to self-assessment and peer assessment. The methods of recording assessments in the NCS, which are based on marks or symbols, focus on rating scales, task lists/checklists, and rubrics. In all the subjects there is a strong emphasis on tests and examinations in terms of the overall summative assessment mark in the CAPS.

The final mark for each grade in the CAPS is made up of 25% classwork and 75% year-end examination. The 25% classwork mark is made up of a high proportion of marks from tests and the June examination. While this emphasis may be necessary for assessments to be reliable; it is prejudicial for learners who perform better at tasks that are not test or examination based.

The assessment chapter of the NCS subject statements includes a full set of competence descriptors for each level of achievement for each grade, ranging from Level 6 (outstanding) to Level 1 (inadequate). In practice, these descriptors were never used, as it was unclear how they should be applied.

However, no such descriptors appear in the CAPS document, an attempt has been made in the CAPS to simplify the elaborate approach taken in the NCS. Although this has been necessary to reduce the complexity and administrative load caused by assessment under the NCS, it does raise the question of whether valuable insights available through the more nuanced the NCS approach to assessment may have been lost in the process.

### **3.16 GUIDELINES TO STRENGTHEN THE IMPLEMENTATION OF THE CAPS**

The assessment and implementation of the CAPS was rescheduled based on the Intermediate and Senior Phase ((General Education and Training) GET in 2017.

#### **3.16.1 Intermediate Phase Grades 4-6**

To strengthen the curriculum change and implementation, certain subjects (life skills in the creative arts cluster) were amended in the assessment and implementation. The programme of assessment was amended as follows:

## A. Life Skills

Creative Arts Year Plan	Marks
Term 1: CAT (Visual or Performing Arts)	40 Marks
Term 2: CAT (Performing or Visual Arts)	40 Marks
Term 3: CAT (Visual or Performing Arts)	40 Marks
Term 4: Examination	40 Marks
The assessment should cover work for the academic year	
<b>Total</b>	<b>160 Marks</b>

## B. Natural Sciences and Technology

In term 1 to 3, there should be one formal class test to assess the learners' insights and understanding. The end of year assessment is based on the activities taught during the year.

## C. Social Sciences

It is amended according to how the teacher evaluates learning in the formal assessment tasks (including June examinations) for the following grades:

Grade 4: 25 Marks

Grade 5: 30 Marks

Grade 6: 40 Marks

The task team has recommended the following in the assessment programmes:

**Table 3.3: Grade 4 assessment programme**

Term	Subject	Forms of Assessment	Content	School-Based Assessment 75%
1	History	Project	Local history	
	Geography	Testing sourced-based	Places where people live	
2	History	June assessment	Qualities of a good	

			teacher	
	Geography	June assessment	Map skills	
3	History	Test	Transport through time	
	Geography	Data handling (test)	Food and farming in South Africa	
4	History	Year-end assessment	Communication through time	Year-end 25%
	Geography	Year-end assessment	Water	

**Table 3.4: Grade 5 programme of assessment**

Term	Subject	Forms of Assessment	Content	School-Based Assessment 75%	
1	History	Testing	Hunter-gatherer and herders		
	Geography	Map skills test	Map skills		
2	History	June assessment	Farmers in South Africa		
	Geography	June assessment	Physical features		
3	History	Testing	Ancient African society Egypt		
	Geography	Project	Weather, climate		
4	History	Year-end assessment	Heritage		Year-end 25%
	Geography	Year-end assessment	Mining and minerals		

**Table 3.5: Grade 6 programme of assessment**

Term	Subject	Forms of Assessment	Content	School-Based
1	History	Testing	African kingdom	
	Geography	Map skills	Map skills	



2	History	June assessment	Explorers		
	Geography	June assessment	Trade		
3	History	Project	Democracy		
	Geography	Data handling	Climate and weather		
4	History	Year-end assessment	Medicine through time		Year-end 25%
	Geography	Year-end assessment	Population		

In the senior phase in Grade 7, social science was included in the curriculum implementation and assessment. The assessment programme for the formal assessment tasks was conducted as follows:

**Table 3.6: Grade 7 social sciences programme of assessment**

Term	Subject	Forms of Assessment	Content	School-Based Assessment 75%	
1	History	Project	Map skills		
	Geography	Testing sourced-based	Kingdoms of Mali		
2	History	June assessment	Earthquakes, volcanoes and floods		
	Geography	June assessment	Slave trade		
3	History	Test	Population growth		
	Geography	Testing on essay and paragraphs	Colonisation		
4	History	Year-end assessment	Natural resources		Year-end 60%
	Geography	Year-end assessment	Conflict of frontiers of the cape		

Based on the above, the researcher highlighted the following principles of good practice for assessing learning:

- Assessment of the learner in the learning begins with educational values.
- Assessment is effective when it shows a comprehension of learning as multidimensional and integrated.
- Assessment works best when the programme enhances a clear, explicitly stated purpose.
- Assessment requires attention to the results but is also equal to the experiences that lead to those results.
- Assessment is on-going, not episodic.
- Assessment makes a distinction when it starts with issues and questions that people enquire about.
- Assessment is likely to lead to development which promotes change.
- Through assessment, teachers meet certain obligations for the learners and to the public.

### **3.16.2 Assessment**

Assessment in the form of examinations impact the curriculum implementation tremendously. Due to the value given to public examination incentives like certificates by schools, teachers have tended to concentrate on subjects that promote academic performance. This action by the teacher can impact the performances of the broad goals and objectives of the curriculum implementation.

### **3.16.3 Unconducive school environment**

It is believed that learning can only take place in a conducive environment. By a conducive learning environment, the researcher means spacious ventilation in class and chairs. A school environment that doesn't have a conducive environment is not ideal for learning, therefore, the teacher may be unable to successfully implement the curriculum.

### **3.16.4 Heavy academic workload**

According to Afangideh (2009), in Obilo and Sangoleye (2010), a heavy academic workload is in addition to the already existing school subjects. The time allocated for teaching is insufficient as teachers combine periods now especially in the primary schools.

### **3.16.5 Teacher factor**

Teachers, as implementors, determine effective and efficient curriculum implementation, so they should be graded in their respective areas. This poses a concern to them as they can no longer proceed with developing teaching and learning innovations.

### **3.16.6 Learner factor**

Learners are involved in examination malpractice, extortion of money, threaten teachers when disciplined/punished for unruly behaviour in the classroom. This affects the teacher, as the curriculum implementor.

### **3.16.7 Parent factor**

Most parents, especially those that are illiterate, don't provide their children with school resources such as textbooks and writing materials to supplement the resources supplied by the government.

### **3.16.8 Working conditions**

The government neglects teachers. For example, they are poorly paid – this demotivates them and ultimately impacts the curriculum implementation.

## **3.17 IMPACT OF CURRICULUM CHANGE IN PRIMARY SCHOOLS**

Generally, teachers find a decline in self-efficacy levels during the implementation of the curriculum change. While the four main forces of mastery experiences modelled learning, verbal persuasion, and emotional arousal can be embedded into professional development opportunities to

minimise the negative impact of curricular changes on the teacher self-efficacy levels.

The lack of teacher involvement in the process, the rushed nature of the implementation, the lack of aligned textbooks to support the new curriculum, and the perceived lack of opportunities to develop student mastery of the standards given the abbreviated instructional timelines contributed to decreases in teacher self-efficacy levels. Based on input from teachers regarding their instructional and training needs, results could be applied to teachers across all grades and content areas.

### **3.18 IMPLICATIONS OF CURRICULUM CHANGE AND IMPLEMENTATION**

According to Majozi (2009:7), school managers and teachers must consider the following if they want to implement the new curriculum correctly and successfully:

- ❖ Thinking and acting must form part of the curriculum activities.
- ❖ Leaders of curriculum development must develop understanding and consideration in implementation of the curriculum.
- ❖ Teachers should be encouraged and reminded that they are agents of change in the curriculum.
- ❖ Unnecessary commotion and destructive ideas must be avoided in the curriculum implementation.
- ❖ Teachers must inform all stakeholders about the advantages of curriculum change.

In support of the above, Chauke (2008:5) posits that curriculum implementation needs face-to-face contact or person-to-person contact. The individuals tasked with implementation must understand the interrelationship dimensions of leadership. Curriculum change and implementation is a group process involving individuals working together. The thoughts and values the group suggests must be acceptable to all stakeholders. Therefore, curriculum

planners must ensure that the teachers are clear about the implementation of the curriculum.

Each teacher has certain needs and expectations for implementing the curriculum – in fact, all individuals that implement the curriculum play many roles. Moreover, each person has certain needs he or she expects to fulfil within the system of implementing in the school environment. This discussion implies that principals managing the implementation of the curriculum should always create a positive atmosphere that will motivate and encourage teachers to accept change.

Once a teacher is motivated, he/she finds that they understand the curriculum change process and the challenges faced by the principals in managing the implementation of the new curriculum become minimal. Apart from this, the curriculum change agents should possess the ability and skills to change the curriculum.

### **3.19 TYPES OF EVALUATION THAT PRINCIPALS SHOULD APPLY**

#### **3.19.1 Diagnostic evaluation**

This type of evaluation is executed at the beginning of a programme or project, by first identifying aspects of a curriculum that must be enhanced and then by using the appropriate decisions to do so. Diagnostic evaluations provide essential details for designing appropriate programmes in curriculum change. The diagnostic tool with aspects to be assessed must be generically done, (DBE, 2011b).

#### **3.19.2 Formative evaluation**

This is a continuous process where there is continual debating and making, with educational teaching, on matters with regard to the change of content in the curriculum and assessment. The evaluator who carries out formative evaluation is the principal who is already involved in the educational programme under evaluation, (DBE, 2011b).

### 3.19.3 Summative evaluation

These happen mostly at the end of the term. Summative evaluations are used to determine what has been achieved over a period, to sum up the programme progress, and to report the findings to the stakeholders. Teachers that conduct this type of assessment are usually external examiners, (DBE, 2011b). A generic tool to monitor and check summative evaluation must be developed.

### 3.20 THE ROLE OF CURRICULUM ASSESSMENT

The role of curriculum evaluation is to:

- ✚ Make plans for improvement.
- ✚ Determine the effectiveness and efficiency of the goals and objectives.
- ✚ Verify the extent to which teachers interact with learners.
- ✚ Assess levels of participation by teachers and learners in the implementation of the new curriculum.
- ✚ Measure how effectively learners meet specific learning and teaching objectives.
- ✚ Recognise learners' strengths, weaknesses, and accomplishments.
- ✚ Measure the impact of curriculum changes on learners.
- ✚ Identify further studies or research on the topic.
- ✚ Evaluate learner work and attainment of skills and processes.
- ✚ Make changes based on data-driven decisions in relation to the implementation of the new curriculum.

### **3.21 CONCLUDING REMARKS**

The literature review started with a section on the need for the curriculum change process in the implementation of the curriculum in primary schools. South Africa's education system was discussed, with particular focus on the CAPS which is the current education policy in South Africa. In addition, factors that contribute to the successful curriculum implementation and assessment were briefly examined.

Chapter 4 describes the methodological processes in the curriculum and inquiry. Furthermore, he discusses and defines a case study, the rationale for selecting a case study for this research, sampling, data collection methods, and qualitative research. Lastly, the study's research ethics and limitations are also discussed.

## **CHAPTER 4**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 INTRODUCTION**

The previous chapter reviewed literature pertaining to the significance of implementing curriculum change, including the factors that impact curriculum change. The study's main research question is: What are the teachers' experiences of the implementation of the CAPS in primary schools?

This chapter focuses on strategies and methods that are used in addressing the study's research questions. It also provides the rationale for selecting certain methods over others. Thus, the research paradigm, research design, research methods, data collection and data analysis methods, validity and reliability of the data, trustworthiness, study site, sample, and sampling methods used in this study will be discussed. This chapter further discussed the data recording and the transcription process. Finally, it identified the limitations and ethical issues that are critical in a research project.

#### **4.2. RESEARCH DESIGN**

Research design is explained as the "plan for fulfilling objectives of the research and responding to the questions relating to the problem or phenomena that is being researched" (Cooper & Schindler, 2001:75). Nieuwenhuis (2007:70) defined a research design as "the coverage plan or strategy to do the research and includes a specific methodology to solve the question of how the research was done".

Dumisa (2010:35) maintains that "gathering of the data by more than one approach is often a practical procedure". According to Ntshaba (2012), the design is "the blueprint of how the study will be conducted". The design must be chosen to suit the nature of the research being conducted. The design also



shows how the research is being conducted from beginning to end (Ntshaba, 2012).

The study used a qualitative method for gathering the data. Cohen and Manion (2010) debate that “qualitative studies are interpretive in nature”. Usually, “qualitative studies give a detailed and extensive examination of the social phenomenon under examination” (Babbie & Mouton, 2001). For this study, the researcher used many research techniques that are suitable and relevant to gather and evaluate the data from this area of the study. To augment the above research approach, the researcher utilised various research methods to gather and evaluate the data in the study.

The study utilised the interpretive paradigm. According to Railean (2015:268), the interpretive paradigm refers to “ontology and epistemology used in research concerned with comprehending how individuals and groups make meaning in their everyday teaching practices”. Interpretivists as scholars have an interest in the way communities, cultures or individuals make meaning from their own actions of life, rituals, interactions, and experiences. On the other hand, a paradigm is “the core part of the research design as it is concerned with the nature of the research question and how the research question is to be investigated”.

Based on the research questions, this hermeneutic study used an interpretive and constructivist paradigm. According to Piper and Stronach (2004:31), “hermeneutics is principled on the notion that the work of the researchers in the human sciences is to comprehend the others”. Piper and Stronach, (2004:32) consider that “understanding the needs that one has knowledge of it, which there is scientific understanding based on thinking abilities” (Piper & Stronach, 2004:33).

The interpretive paradigm emphasises a new interpretation of the existing text as the researcher had pre-knowledge about this study, thus, the researcher provides the meaningfulness of human action and dichotomous thinking. Additionally, the constructivist paradigm assumes that knowledge is socially

established by the people thus it impacts their lives through their interrelationships.

### **4.3 RESEARCH METHODOLOGY**

A case study was deemed appropriate for this study. According to Wilson (2009), a case study is “an experimental inquiry that examines a contemporary phenomenon within its real-life context; when boundaries between phenomenon and context are not clearly drawn and in which multiple sources of evidence are utilised”. In a case study, “an individual, programme, or event is scrutinised in detail for a particular time” (Leedy & Ormrod, 2010:137). A case study is “a thorough examination of a single unit” (Babbie & Mouton, 2001). Other researchers assumed that case studies can strengthen the experience or add strength to what is already known through previous research.

As previously mentioned, this study follows a qualitative research approach. Qualitative research, according to Creswell (2014:4), “is an approach for exploring and comprehending the meaning individuals or groups ascribe to a social or human challenge”. In addition, Bryman (2001:10) states that “qualitative research data have important meaning and the theoretical framework is not preconceived but derives meaning directly from data”. Qualitative researchers use “thick” description by describing, analysing and interpreting the data.

The reason for choosing a qualitative over quantitative research method is that qualitative research allows the researcher to examine and understand the experiences of the research participants (in this case the principals, teachers, and HoDs) within their natural setting of the research, which is the school. According to Creswell (2014), “conducting a qualitative study means the researcher attempts to get as close as possible to the participants that are being investigated, and evidence is collected based on the experience of the participants’ views”. In this study, a case study was chosen to gain an in-depth understanding of the teachers’ experiences of curriculum

implementation. According to Wilson (2009), “a case study is an experimental inquiry that examines a contemporary phenomenon within its real-life context; when demarcations between phenomenon and context are not clearly drawn and in which multiple sources of evidence are used”. In a case study, an individual, programme, or event is studied for a defined period” (Leedy & Ormrod, 2010,137).

Babbie and Mouton (2001) further define a case study as “a thorough examination of a single unit. Other researchers assumed that case studies can expand experience or add strength to what is already known through previous research. In this study, a case study was selected to gain in-depth understanding of the teachers’ experiences of the curriculum implementation

#### **4.4 QUALITATIVE RESEARCH**

According to Denzin and Lincoln (2000), qualitative research is a type of scientific research that consists of an investigation that:

- Seeks answers to a question
- Uses a preconceived set of procedures to respond to the questions
- Gathers evidence
- Produces findings

In discussing qualitative research, the researcher is of the view that each method used in the study aims to obtain specific data or information:

- The teachers’ observation is meant for gathering data
- Detailed interviews are good for gathering data on participants’ personal data, perspectives, and experiences
- Focus groups are effective in exploring the data on cultural norms

#### **4.4.1 Strengths of qualitative research**

Silverman (2011:17) postulates that a key strength of qualitative research is that “it can use natural data to gather the sequences in which participants’ meanings are attached”. Mbatha (2016:40-43) identifies the following strengths of the qualitative research approach:

- The collected data forms the categories of the meaning as gathered from the participants.
- Multiple cases can be researched within a single study.
- It is unique, therefore requires special attention.
- Cross-examination and analysis can be conducted holistically.
- Provides an understanding of the teachers’ experiences of the phenomena.
- Provides a clear and detailed description of the phenomena.
- The researcher describes the context, thereby generating interest in the identified phenomena.
- The basic qualitative approach of the grounded theory can be used
- Explanatory theory about a phenomenon is direct.
- Identifies how participants interpret their self-esteem or confidence in providing information.
- Natural settings are used to gather data in this approach.
- Qualitative methods are responsive to the situations and needs of the stakeholders.
- Qualitative data is gathered and analysed and reported as the participants’ words.

According to Mbatha (2016), qualitative research is important because it helps the researcher gain a deeper understanding of the phenomena. It also provides reliable and valid data. Moreover, in qualitative research, researchers design their own questions.

#### **4.4.2 Limitations of qualitative research**

Qualitative research has been shown to have many limitations. It does not generate or produce statistical results. Field researchers highlight a potential concern regarding reliability – that it can be regarded as dependability. Moreover, interpretations of qualitative research are influenced by the way things look as well as personal feelings or attitudes. Thus, qualitative research is not limited to the study's perceptions or meanings (Mbatha, 2016).

Qualitative research has the following weaknesses:

- Qualitative studies cannot inform social policies
- Focuses on smaller samples
- No clear meaning and interpretation of participants' data
- Quality of data: irrelevant information leads to the nature of data collection
- It is not easy to make quantitative predictions
- Difficult to test hypotheses and theories with many participants
- Data analysis is time-consuming
- Time-consuming
- Results are influenced by researcher bias.

The researcher concluded that qualitative research relies more on words than numbers, those opting for it must have a good command of language. They should also be familiar with the relevant data collection, data analysis, and data interpretation methods.

#### **4.5 RESEARCH APPROACH**

This study was explanatory in nature. Moreover, a case study approach was used to gather the data. Dunlap (2009) defines a case study as “an experimental inquiry that examines a contemporary phenomenon within its real-life context”. According to McMillan and Schumacher (2010:398), “qualitative research utilises a case study design meaning that the data analysis focuses on one phenomenon, which the researcher selects to focus

on regardless of the number of sites or participants for the study”. Therefore, this study utilised a case study design which is the analysis of the CAPS implementation. The researcher examined the teachers’ experiences of the CAPS implementation.

#### **4.6 POPULATION AND SAMPLING**

The researcher selected four teachers, four HoDs, and four principals from the sampled primary schools in the Vhembe District, Limpopo Province. These participants were selected on the notion that their responses would assist in understanding teachers’ experiences of the CAPS implementation in primary schools.

Macmillan and Schumacher (2010:169) describe the population as “a group of people who are joined together with the purpose of generalising the findings of the research”. The target population constituted principals, HoDs, and teachers in Vhembe District, Limpopo Province – a geographically small but the most populated province in South Africa. The focus of this study is primary school teachers as the study seeks to understand curriculum implementation of the CAPS in primary schools. To collect data, this research utilises a non-random purposive sampling method.

Furthermore, data is collected from the sample which represents a population (Macmillan & Schumacher, 2010:169). From the population, the researcher selected a sample of four principals, four HoDs and four teachers from four different primary schools to conduct the research. The roles of the HoDs and principals to manage the curriculum, to assist the teachers with the mini workshop at the school levels and to check their performance in the implementation of the curriculum. As the study focuses on teachers’ experiences of the CAPS implementation curriculum in primary schools, the sample is limited to Intermediate and Senior Phase teachers. The sampled schools are in the Vhembe District.

The purposive sampling technique is significant in this study as the researcher aims to analyse teachers’ experiences of the CAPS implementation. Apart

from the selection of the participants, choosing the appropriate research approaches is also important. Gay (1992:123) emphasises that sampling is “a process of choosing a number of the participants for the study in such a way that the participants represent the larger group from which they were chosen”. Gay (1992:123) further adds that “it is important for the researcher to choose a sample because the virtuous of the sample determines the generalisability of the results in the research”.

As this research is a case study, the researcher selected four primary schools in the Vhembe District. Moreover, the research participants include a sample of four principals, four HoDs, and four teachers from four different primary schools. The researcher provided the participants with a interview to probe their attitudes, beliefs, and experiences in the implementation of the curriculum (Appendix I).

The researcher observed teachers’ and learners’ activities in the sampled schools, together with monitoring and evaluating the school management with particular focus on the classroom conditions to establish how the conditions may be influencing the curriculum implementation, teaching, and learning. The researcher utilised an observation checklist to assist in the successful implementation of the curriculum. Moreover, an audio recorder was used to record this information – this led to the collection of the data which was later transcribed verbatim (Appendix I).

Open-ended interview questions were used to collect data with school principals, HoDs and teachers (Appendix I). It is important to add that a case study can generate data that allows for a full, in-depth and trustworthy account of the case. This case study used the qualitative method thus the researcher selected individuals who understand and can articulate their experiences acquired in the classroom on the impact of curriculum change in teaching and learning.

Moreover, as they are experienced in the curriculum implementation, the participants were selected based on the merit of their suitability in advancing the purpose of this case study using purposive sampling.

#### **4.7 DATA COLLECTION**

According to Biggam (2011:286), “selecting strategies of data collection is as significant as selecting an appropriate research approach”. Data is the resources used by the researcher to analyse and compliment the research’s main question. The study collected data using interviews, and classroom observations (Appendices G, I and J).

O’Leary (2004:150) stipulates that “collecting credible data is a tough task and there is no strategy that is better than the other”. As a result, the technique used in collecting the data was based on the research aims and the advantages or disadvantages of the method. The nature of this study compelled the researcher to select data collection techniques with the purpose of gaining an understanding of the impact of the curriculum changes as the main objective of this case study.

As previously mentioned, data was collected and examined using a focus group interviews. “Scales are designed to make sufficient primary raw data for completing the information requirements that form a base in the research objects” (Hair, 2002:440, 661). The researcher could not use the questionnaire, but the advantage of a questionnaire is that it “is the cheapest and less time-consuming compared to conducting focus interviews” (Hussey & Hussey, 1997:162). The focus group was drafted according to the main research question of this study “What are the teachers’ experiences of the implementation of the CAPS in primary schools?”

The researcher used the data collection instrument based on the following advantages (Cohen & Manion, 2010:11-12):

- Cheapest method of data collection



- Avoids bias as the questions do not change. If any biases exist, they can be eliminated in the written questionnaire
- Easy to distribute to the participants simultaneously, therefore, makes it possible to include a large sample of the population
- Participants can think before giving a response
- Data gathered from the interview can be easily explored and interpreted than data obtained from oral responses
- Participants can complete the interview in their own time, in a more relaxed atmosphere and an accurate manner

It's important to also highlight the disadvantages of the focus group interview method:

- There is no opportunity to probe further thus making it difficult to clarify a response, particularly if the responses were provided anonymously
- Can be difficult to get enough responses
- Participants' interest may be different from the sample
- Participants may skip questions
- Researchers may be perceived as unfriendly
- Questions can be poorly formulated thus misunderstood
- Participants may develop misconceptions because of poorly formulated questions and the use of vague language

#### **4.7.1 Interview**

The study used semi-structured interview questions (Appendix H) because the research is qualitative. According to Bryman (2001:118), probing is a challenge in the semi-structured interview as participants structure the questions based on their understanding. John and Rule (2011:64) and Biggam (2011:281) state that the interview method is used in qualitative methods and case studies. For the benefit of this case study, focus group interviews were conducted with the four principals, four HoDs, and four teachers (Appendix G). The semi-structured interview was deemed suitable for collecting data – it allowed participants to express themselves freely.

However, the researcher aimed to formulate interview questions that probe for further information to address the study's research objectives.

Biggam (2011:28) believes that interviews are important for the case study as most case studies are related to human affairs to provide an understanding of the situation, although time-consuming. As this was a two-way conversation with the participants sharing their experiences and thoughts, each interview was conducted in one hour. The interview questions were also related to the study's main objective of curriculum changes in the CAPS implementation. The interview is described as "the purposive contact between two or more people, with one attempting to gather the information from the other participant" (Gay, 1992:232). However, "it has been declared that interviews allow researchers to gather the data that cannot be obtained from observations, but through emotions of the participants". The researcher utilised semi-structured interview questions for probing to verify and allow the participants' input. Thoughts and timing were considered useful in the process of the interview. The researcher interviewed the participants and recorded data which later gave the researcher an oral account of the interview.

According to Gay (1992:231), the benefits of using the interview method include:

- ✚ Appropriate for asking multiple-choice questions.
- ✚ Due to its flexibility, the researcher can adjust the questions to suit the participant's situation.
- ✚ By establishing understanding and trust, the researcher can get the information from the participants.
- ✚ It may also result in more accurate and honest responses.
- ✚ The interviewer can explain and clarify the purpose of the research and individual questions.
- ✚ Repeats questions by phrasing them in different ways or probing further.

The disadvantages of interviews are stated as follows:

- Cost effective and time-consuming.
- Biases can exist (for example, the participant's responses can be impacted by the interviewer's race, class, age, or physical appearance.
- Interviews give less privacy, which can be a concern for the participants.

#### **4.7.2 Interview as social interaction**

The interviewer subjects to the rules and regulations of the social interaction. It is believed that conducting the interview has the potential of bias, inconsistency, and inaccuracies, hence many researchers are critical of surveys and interviews. Bailey (1994) states that "in certain communities, there may be stereotyped people". He also understands that "the answers should be analysed in the social context". Bailey (1994) further postulates that "the survey method can influence the data and give results that do not exist". Social research becomes difficult because of the variability in human behaviour and insights.

Bailey (1994) assumed that other errors in social research include:

- Lying deliberately because the participant does not answer truthfully
- Making silly mistakes, because of the participants' undesirable traits
- Getting wrong answers because of misconceptions in the question
- When participants forget important information.

Apart from the participants' mistakes, the interviewer can make the following mistakes:

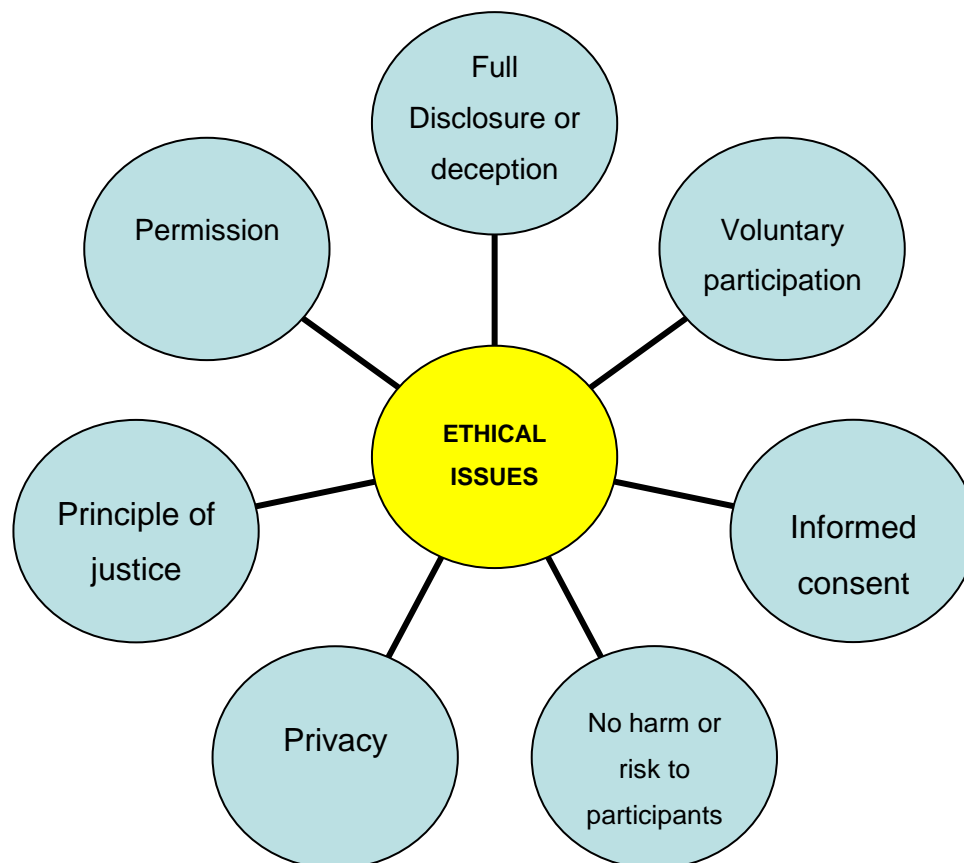
- Altering the questionnaire by changing words or through omissions
- Biases, irrelevance, inadequacy, and unnecessary questions
- Capturing mistakes or making errors in recording.

The researcher avoided making errors that might compromise the research. As a result, interviews were used because they allow the researcher to ask more accurate information about the participants' insights, values, and opinions. Moreover, participants are flexible in the way they can respond to

the questions and the interviewer can ask questions that elicit certain responses.

## 4.8 ETHICAL ISSUES

According to Schumacher and McMillan (2010:117), “ethics are generally concerned with the beliefs about what is right or wrong from a moral perspective”. There are basic rules that are most relevant for research in education. While these principles and guidelines cover what should be adhered to so that a study is done ethically, the primary investigator is responsible for the ethical standards used in the conduct of the research.



**Figure 4.: Ethical issues (Schumacher & McMillan,2010)**

### 4.8.1 Full disclosure or deception

The researcher should be honest with the participants about the research topic and all issues about the research – it is the responsibility of the

researcher to give full disclosure of the purpose of the research. Furthermore, the researcher must not deceive participants to get information. Deception is discouraged as it is an affront to human dignity and self-respect.

#### **4.8.2 Voluntary participation**

Participants are not compelled, coerced, or required to participate and they must not be given incentives to participate in the research – it must be voluntary.

#### **4.8.3 Informed consent**

Informed consent ensures that the participants have a full comprehension of the research project in which they will take part prior to the commencement of the research study (De Vos *et al.*, 2013). The researcher explained the aim and objectives of the study to the participants. He further informed them that they were free to withdraw from the study at any time without explaining such action. Furthermore, they were informed that they would be recorded during the interviews and focus group interviews. Their consent to participate in the research was sought before the commencement of the research.

#### **4.8.4 No harm or risk to participants**

The participants did not suffer any harm, injury, or mental discomfort as a result of this research. This includes sharing information that may be perceived as embarrassing, dangerous to their lives, affects their school's performance and family, or that has any negative consequences. It is the responsibility of the researcher to protect the participants during and after the data collection.

#### **4.8.5 Privacy**

The researcher endeavoured to protect the privacy of the participants by not divulging their identity, responses, behaviour and other information to the public. Furthermore, confidentiality is a research ethic that ensures that the information which has been provided by those who are used as the source of

data for the study is available only to the researcher and prohibits the discussion of such data with other people. The researcher will ensure that the data collected data is locked away in a safe place that is only accessible to the researcher.

#### **4.8.6 Principle of justice**

The principle of justice strives to ensure that all those who take part in a research study are treated equally and fairly (Swartz *et al.*, 2011). The researcher ensured that this principle of justice was upheld throughout the study by not discriminating against the participants based on their socio-economic status, educational level, or age. The researcher treated all the participants in the same manner.

#### **4.8.7 Permission**

The researcher applied for permission to conduct research from the Ethical Committee at the University of South Africa. The researcher presented the Ethical Committee with a registration letter (Appendix A) thereafter the researcher was granted permission to conduct the study – thus the researcher commenced with data collection in the four schools. Moreover, the researcher presented the approval letter (ethical clearance) to the Limpopo Department of Education (HoD) confirming that permission had been granted (Appendix B). The HoD in the Limpopo Department of Education granted the researcher permission to conduct the study (Appendix C). Thus, the principals, HoDs, and teachers received the permission letter from the researcher (Appendices E and F). In addition, the circuit managers of the four schools received a letter to inform them about the research to be conducted (Appendix D) and the principals of the four sampled schools received the approval letter from the HoD and the University of South Africa as proof of the permission granted.

### **4.9 LIMITATIONS AND POTENTIAL ISSUES**

The limitations and potential issues of this study include the following:

- According to Marshal and Rossman (2006:42), all research projects have limitations. Due to resources, time, and financial constraints, this study was limited to four primary schools in the Vhembe District, Limpopo Province.
- Reliability, according to Biggam (2011:291), entails “using as many steps as possible to conduct the research”. This is the reason the researcher utilised various techniques.
- To reduce bias, the researcher did not include the school that he is attached to (employed at). However, one of the schools is in the same vicinity as the researcher’s school.
- To ensure reliability, the researcher has provided a detailed description of the process used by the researcher to collect data.

#### **4.10 DATA ANALYSIS**

Data analysis involves the exploration and interpretation of the data. This study uses qualitative data analysis approaches. According to McMillan and Schumacher (2010:364), qualitative data analysis is “a continuous, recurring process that is included in all stages of qualitative research”. “It is a universal process of exploring, selecting, grouping, distinction, coding, creating and translating the data to address the initial proposals of the study”. This implies that data analysis does not only happen at the end of the study but continuously done as data is collected. Inductive analysis is when groups and designs appear from the data rather than being levied before the collection” (McMillan & Schumacher, 2010:364). The analysis of the narrative data will include exploring and systemising notes from the interviews and reducing the information into smaller sections from which the researcher can understand and interpret patterns and tendencies.

The researcher ensured that the interview questions reflected the main objectives of the study and were thus gathered according to their themes and categories (the themes showed the overall aim and objectives of the study and other main areas that came from the reviewed literature).

According to Bogdan and Biklen (1982:145) cited in Biggam (2011:165), qualitative data analysis is described as “working with data, organising it, breaking it into sizeable units, creating it, searching for patterns in the research, determining what is important and to be learnt, and thinking what you will tell others”. Therefore, the researcher described and explored the teachers’ responses and compared them with the literature reviewed from different authors, HoDs, teachers and principal interview responses. Lastly, the researcher compared the teachers’ responses with the responses from the principal and HoDs.

The interview questions were formulated based on the insights obtained from the principals, HoDs and teachers. For each theme, the principals of each primary school were interviewed through semi-structured interview questions and focus group interview questions. The interview technique is the main data collection instrument utilised to gather data from teachers and HoDs – the principal and teachers interview questions were the same. According to John and Rule (2011:64), participants are selected based on their knowledge, interest, and experience related to the research phenomena.

The study utilized interviews to collect data – the various data collection techniques were examined and explored. The researcher audio recorded the interviews which were later transcribed. Moreover, during the interview, the researcher made use of a checklist in the classroom as well as an audio recorder and cellphone to record voices and visuals of the participants.

#### **4.11 CONCLUDING REMARKS**

This chapter articulated the details of the research methods starting from the strategy of the research, data collection techniques, advantages and disadvantages of the interview method, data analysis process, and ethical issues in the research.

Chapter 5 interprets the data and presents the findings of the study in accordance with the research questions.



## **CHAPTER 5**

### **DATA ANALYSIS AND INTERPRETATION**

#### **5.1 INTRODUCTION**

The previous chapter discussed the research design and methodological issues relating to curriculum implementation and curriculum change in primary schools. Specific reference was made to how the study's participants were selected, the data collection methods and tools used, and ethical issues relating to the research.

The study aims to understand teachers' experiences in the implementation of the CAPS. This chapter outlines the findings of the case study collected through the analysis of documents, observations, and interviews. The emerging themes from the data generated from the methodological strategy outlined in chapter four are to be interpreted and analysed. Data was contrasted with the reviewed literature. Moreover, data was investigated according to the prearranged research themes outlined in Chapter 4, namely; the teachers' responses to the number of learners and teacher capacity-building workshop challenges. Finally, the results of the study are grouped into categories that capture the emerging themes of the case study.

#### **5.2 CODING**

As part of the interpretation and analysis of data, participants were coded as follows: Principal (P), Head of Department (HoD), and Teacher (CS). The schools were coded as School 1, School 2, School 3, and School 4. Coding techniques were used to categorise the responses according to individual points of view – this was also done to protect the participant' identities and privacy. The participants responses are quoted verbatim and written in *italics*.

### 5.3 INTERPRETATION OF THE DATA

To understand the teachers' experiences of the curriculum implementation, the sub-topics of the focus interview, interviews and observation are discussed as follows:

- First section – biographical information
- Second section – focus group interviews
- Third section – interview questions
- Fourth section – findings

#### 5.3.1 Biographical information

**Table 5.1: Biographical data – Teachers**

Participant	Gender	Age	Qualification	Teaching Experience
CS1	Female	45	Diploma	26 years
CS2	Female	54	BEd	31 years
CS3	Male	50	Diploma	14 years
CS4	Male	55	Diploma	23 years

The teachers are referred to as CS1, CS2, CS3, and CS4. Their qualifications range from Diploma to BEd Hons level. Their teaching experience ranged from 23 years to 31 years as outlined in Table 5.1. In addition, their ages ranged from 45 years to 55 years. As there were two females and two males, this reveals a gender balance.

**Table 5.2: Biographical data – HoDs**

Participant	Gender	Age	Qualification	Teaching Experience
HoD1	Male	49	BEd Hons	20 years
HoD2	Female	55	HED and ACE	26 years
HoD3	Male	56	BEd Hons	24 years
HoD4	Male	50	ACE	23 years

The HoDs are referred to as HoD1, HoD2, HoD3, and HoD4. Their qualifications range from ACE to BEd Hons level. Their teaching experience ranged from 20 years to 26 years as outlined in Table 5.2. In addition, their ages ranged from 49 years to 55 years. As there was one female and three males, this reveals a gender imbalance.

**Table 5.3: Biographical data – school principals**

Participant	Gender	Age	Qualification	Teaching Experience
P1	Female	50	Masters	24 years
P2	Male	51	BEd Hons	26 years
P3	Male	56	Masters	25 years
P4	Male	53	Masters	21 year

The school principals are referred to as P1, P2, P3, and P4. Their qualifications range from BEd Hons to Masters level. Their experience as a principal ranged from 21 years to 26 years. In addition, their ages ranged from 45 years to 55 years. As there was one female and three males, this reveals a gender imbalance.

### **5.3.2 Focus group interview data**

The researcher used an interview schedule (Appendix G) during the focus group interviews. Although the questions were pre-arranged, the researcher showed the participants the questions to solicit their feedback regarding any issues in the questionnaire. Moreover, the researcher used an audio recorder to record the interviews which were later transcribed verbatim.

The focus group interview data/responses are shared below:

#### **Question 1: What is your understanding of the concept ‘curriculum’?**

In response to this question, the teachers stated:

*“Curriculum is a broader framework of what is to be learnt or taught at school, it includes a policy on how it should be done” (CS1). “Common knowledge, values, skills, and values worth learning in South African schools” (CS2). “It was a syllabus that needed to be implemented by teachers... for the curriculum implementation” (CS3). “Curriculum is a set of principles used to govern schools to follow a uniform syllabus” (CS4).*

It was clear that most of the teachers understood the curriculum, however, their understanding differed with their application in the classroom environment. CS2 understood the importance of attaining knowledge, skills, and values in the curriculum implementation, however, the teachers failed to implement this as they still used the old ways of implementing the syllabus. Interestingly, all the responses provided by the teachers explain the changes in the curriculum and its implementation. Furthermore, the researcher concurs with the curriculum definitions provided by the teachers.

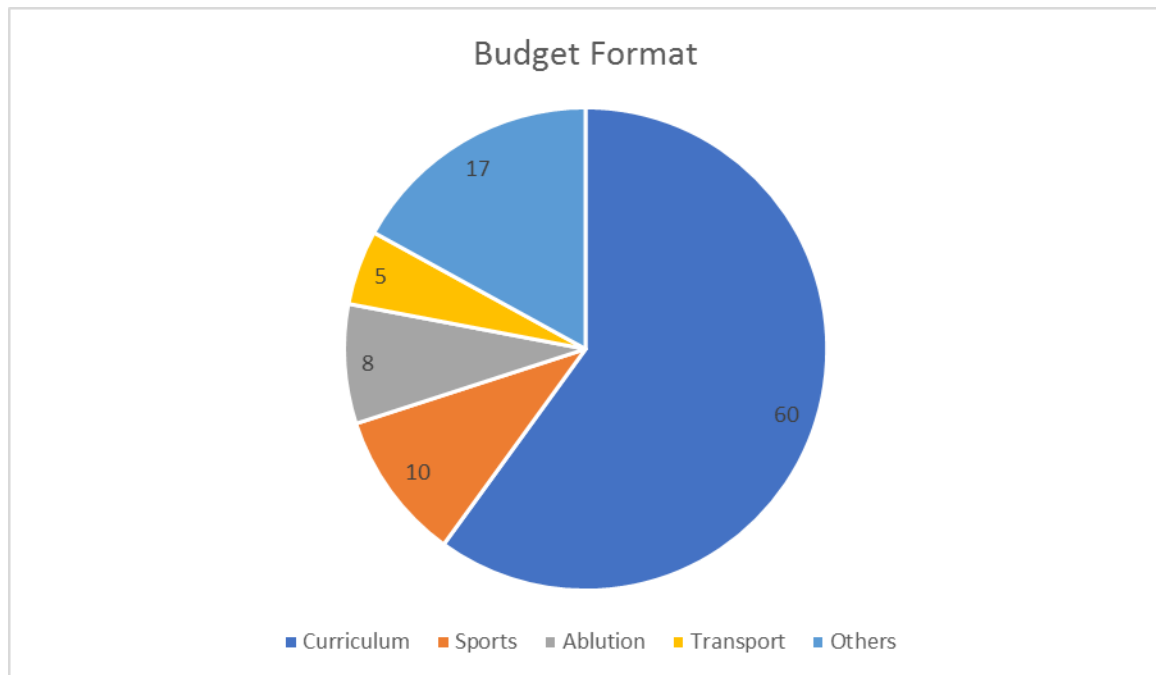
The teachers mentioned that the CAPS is a good policy in principle on their interviews that aims to develop learners so that they can have decent careers, but they also believed that it was not easy to implement. There was also no follow up after implementing the CAPS in the classroom environment which suggests that curriculum implementors do not attend the curriculum planning meetings. Nkosi (2014) suggested that “it is important to invite the teachers in the curriculum planning as they are implementors – they need to own the created curriculum”. This shows that after the emergence of the CAPS, the teachers need to support the continuous implementing process at district primary schools”.

**Question 2: What challenges did your school encounter in the introduction of the CAPS?**

In response to this question, the teachers stated:

*“Teachers were not trained well, materials were insufficient, there was a lack of furniture shortage of LTSM, and poor infrastructure” (CS1). “Lack of resources in our school, for example, learners do not have laptops to assist them with school tasks” (CS2). “Implementation was difficult as the workshops were not enough for us to gain knowledge” (CS3). “The CAPS confuses us with what we were taught in college, acquiring knowledge requires attending workshops for several weeks” (CS4).*

The researcher established that the CAPS is costly. It requires expensive materials to be implemented correctly. CS1 complained about insufficient materials and poor infrastructure in his school. The school budget was not compiled in line with the requirements: 60% curriculum, 10% sports and culture, 8% ablution facilities, 5% transport, and 17% other expenses. The issue of lack of materials can be addressed at the school level, including renovating the poor infrastructure or dilapidated buildings to ensure effective CAPS implementation. Moreover, CS3 cited issues such as the lack of workshops, schools having a budget to invite people to conduct mini workshops, outsourcing knowledgeable people from the neighbouring schools.



**Figure 5.1: Budget format (Prescripts, 2011)**

In modern days, schools engaged in strategic planning to address and develop teachers' confidence in implementing the CAPS. The researcher listened to the teachers complain about resources that the schools can address by acquiring donations from companies. Teacher training workshops and support are regarded as the most important aspect of the implementation as it influences teachers' comprehension and their classroom teaching practices. According to Fullan (2001), "one mini-workshop is not effective for the implementation of the new curriculum". Thus, many workshops should be organised to reach the expectations of the teachers.

**Question 3: How do you group your learners in the classroom?**

In response to this question, the teachers stated:

*"Learners are grouped according to their ability and potential" (CS1).  
 We assess their abilities" (CS2). "Ability is considered in a classroom"  
 (CS3). "I check the ability of all learners before grouping them" (CS4).*

Little knowledge negatively affected the implementation of the new curriculum. Furthermore, poor comprehension of the subject had an adverse impact on

the implementation and use of higher order thinking skills to question learners' comprehension required by the constructivist approach in the teaching and learning environment.

The researcher deduced that the learners were grouped according to their ability but remedial follow up was not done for the underperforming learners. The criteria used to identify the different learner proportions were flawed and the tools used for grouping learners (face value and tasks) are not credible. The heterogeneous groups in class are not monitored for those performing well and being promoted to the next grade. The learners' ability should be determined by a tool that is tested by psychologists. Furthermore, the researcher discovered that the placing of learners in different groups was subjective.

#### **Question 4: How do you plan your lessons?**

The implementation of the curriculum depends on the lessons. Thus, the researcher interviewed the teachers about their lesson planning. In response to this question, the teachers stated:

*“Objectives and goals are set or written at the start. The lesson timeline must be reflected, along with the learning, teaching style, and tasks for assessment” (CS1). “Lesson plans are done according to the national policy” (CS2). “Lesson plans must include learning and assessment activities, approaches and methodologies, and the resources to assist the learners” (CS3). “Preparing lesson plans daily is a tedious task” (CS4).*

The researcher discovered that the DoE has outsourced the NECT to prepare the lessons and guidelines in the CAPS implementation. The establishment of NECT in July 2013 is in line with the National Development Plan (NDP) for working together with different stakeholders to enhance the implementation of the new curriculum. The NECT has introduced all the themes presented in the ECF which lead its teaching programme and interventions in incorrectly implementing the curriculum.

The challenge lies with the resources at the schools as the materials need to be printed which is a costly task. CS4's attitude and behaviour were addressed by outsourcing the NECT to do lesson plans on the teachers' behalf. The researcher further established that the lesson plans were not followed thus, the researcher advised that the monitoring tool needed to be developed to verify that all the chapters and topics are covered in the lessons.

#### **Question 5: Which teaching methods do you use in your classrooms?**

For teaching to be effective, different teaching methods must be utilised. The researcher engaged the teachers from the sampled schools. In response to this question, the teachers stated:

*"I use methods such as class discussions, lectures, reciting of oral questions, presentations, debates, choral speaking, bullet boards, reading, and group discussions" (CS1). "I prefer individuality so that I can attend to a learner individually" (CS2). "I use the question and answer method" (CS3). "I use many methods to improve my lessons, such as question and answers, individuality, grouping, and many more" (CS4).*

Although the researcher believes that CS1's methods for implementing the CAPS were good, they were unfortunately outdated as they were used in the old curriculum – it seems as though the teachers are indoctrinated with the old syllabi as it is difficult to remove it from their memory. CS2 reiterated the old methods of teaching, which explains the various attempts to address learners individually. CS3 and CS4 preferred the same methods and most teachers did not research the topics before lessons thus could not broaden their knowledge. The researcher suggested that the teachers need to be assembled in one location and be provided (through training) with a generic lesson plan template.

#### **Question 6: Which learning materials or resources do you use in the classroom?**



Learning materials are used in the curriculum to enhance it. The schools need to have these materials to ensure that learners receive the correct curriculum. Moreover, if the materials are available at the teachers' disposal, the knowledge can be easily transferred to the learners. In response to this question, the teachers stated:

*"I use textbooks, additional study material, an overhead projector, pamphlets, and drama classes" (CS1). "I use textbooks and green boards" (CS2). "I prefer to use books, magazines, report, and stories" (CS3). "I utilise materials like books and magazines that I acquire from the local library" (CS4).*

According to Cheng and Chueng (1995:17), "the lack of resources and facilities limit education policy implementation in the curriculum". The relevant resources must be procured as this can play a pivotal role in the implementation of the curriculum. These resources include "human resources, equipment, facilities, space, and monetary resources" (Rembe, 2006). Effective curriculum implementation depends on the availability of these resources and facilities of teaching and learning. According to the teachers, the resources are too few to assist in curriculum implementation. The teachers also stated that the DoE provides them with policy documents that serve as a guide for what and how to teach, and how much time should be allocated to a certain topic. However, the policy documents were insufficient as each school received two copies for forty teachers.

In addition, learners shared textbooks as there were not enough. The shortage of teachers in schools is also a challenge that needs to be addressed. Teachers ended up teaching more than two grades and more than four subjects. The teachers mentioned some of the factors that hinder the effective implementation of the education, these include overcrowded classrooms, lack of laboratories, and libraries. In their view, the responsibility lies with the DBE to ensure that resources are distributed evenly to all schools. According to Van der Nest (2012), ample facilities such as classrooms, halls, libraries, laboratories, and playing fields serve as resources

that are important for implementing the curriculum. Fullan (2007) is of the view that “government agencies are also aware of the challenges faced in implementing the CAPS”.

### **Question 7: How do you assess learners in your classroom?**

Assessments provide feedback related to the learners and learning, the teacher and teaching, and the learning experience and environment which corresponds with the six components of assessment. The principles of assessment serve as “a guide to make sure that the test is useful, appropriate, effective, and plausible”. There are five general principles of assessment, namely, *practicality, reliability, validity, authenticity, and washback*.

In response to this question, the teachers stated:

*“I use classroom activities, verbal questions and answers, informal and formal tasks, and quarterly examinations” (CS1). “I use formal and informal assessments” (CS2). “I assess learners through reading and analysing written tests” (CS3). “I use assessments as a guideline to verify the methods used to teach – whether they were successful or not” (CS4).*

Based on these responses, it is reasonable to suggest that all the teachers conducted the assessments according to the assessment guideline. The researcher enquired about the pre-moderation and post-moderation tools, it was established that these tools are managed by the HoDs and principals. The teachers attempted to administer all the assessment tasks – as per policy – however, the formal and informal tasks were conducted with learners, but they were not managed. The researcher advised the teachers to analyse the written tasks to identify learners’ weaknesses.

**Question 8: What challenges do you experience in the Curriculum and Assessment Policy Statement?**

In response to this question, the teachers stated:

*“There are many assessment tasks which limit the time for teaching” (CS1). “The learner must not be kept for more than 3 years in the phase – that’s a serious challenge” (CS2). “It is time-consuming because the assessments are ongoing” (CS3). “I experience a challenge in implementing as I have never attended a workshop on CAPS” (CS4).*

The researcher further questioned CS1 about the high number of assessments as the teacher mentioned that assessments limited their teaching time – the tasks had many questions, addressing different cognitive levels. Moreover, the issue of promoting learners was a challenge for the teachers. The assessments are ongoing, but the teachers failed to continue in this regard. Thus, the CAPS is implemented poorly.

**Question 9: Did you attend the Curriculum and Assessment Policy Statement workshops?**

Attending workshops is a great way for teachers to learn about a subject, new projects, and methods. Moreover, attending workshops can assist the teachers to become successful in the teaching environment by putting their acquired skills into practice. With the CAPS workshops, this is different as the microwave workshops were implemented by the DBE. In response to this question, the teachers stated:

*“I never attended it, only the meetings to inform us about the new changes” (CS1). “Yes, but it was a one-day workshop” (CS2). “Yes, during the first year of its implementation” (CS3). “Workshops are conducted by people who are not knowledgeable” (CS4).*

Based on the above responses, the researcher concludes that there were no workshops organised to evaluate the teachers' implementation of the CAPS. The DoE at the district level convened meetings to address the new developments or amendments in the CAPS policy. Additionally, the teachers preferred to be trained about the implementation of the CAPS by experts, but it is costly to conduct CAPS-related workshops. The researcher urged the DoE to convene the curriculum advisor workshops and the teachers to provide training on the implementation of the CAPS. As it is expensive to conduct these workshops, a budget must be allocated for this. The schools should also be encouraged to have mini-workshops and outsource external teachers to address content gaps through the norms and standards allocations.

**Question 10: How often do the curriculum advisors support you?**

Curriculum advisors support schoolteachers by developing and improving the instructional materials for teaching. They may also provide feedback on how teachers implement the materials and curriculum, including the effectiveness of the materials and curriculum. In response to this question, the teachers stated:

*“Once per term” (CS1). “Quarterly” (CS2). “Sometimes” (CS3). “Once a year” (CS4).*

It became evident to the researcher that the DBE did not support the teachers. Moreover, although the curriculum advisors are placed in different circuits to assist local schools in the implementation of the CAPS, they did not visit any schools. In addition, there were no curriculum advisors for other subjects as the DoE did not immediately replace them once they retired or died – this created tension between the teachers and the DoE. The researcher checked the visitor logbook to confirm that curriculum advisors visited regularly, only to find out that the curriculum advisors rarely visited the sampled schools.

**Question 11: How effective is the Curriculum and Assessment Policy Statement in teaching?**

According to the researcher, an effective curriculum increases learners' understanding of the world and prepares them for the 21<sup>st</sup> century. It also broadens their experience and improves their awareness. In response to this question, the teachers stated:

*“Learners have a better understanding of the subject content, teachers can easily identify learners with challenges to learning, and most of the assessments are learner-centred”. “It is not as effective because the learners are not allowed to spend more than three years in the same grade so if a learner gets 0%, they must progress to the next grade” (CS2). “It uses strategies that cater to a variety of learners’ needs, it supports growth and developments and takes place over a period of time” (CS3). “It confuses us with its administrative demands” (CS4).*

The mentally challenged learners studied in mainstream schools as their parents preferred the nearest schools. These learners qualified to attend special schools such as Fulufhelo, Tshilidzini, and Rivoni. The researcher realised that the CAPS implementation was a challenge for all the stakeholders.

**Question 12: What are your thoughts about the Curriculum and Assessment Policy Statement?**

The researcher posed this question to the teachers from the sampled schools. In response to this question, the teachers stated:

*“The CAPS is effective because most of the assessment activities can unlock and empower learners and ensure an effective learning process” (CS1). “It is a failure and I think it is adopted externally because instead of developing critical thinkers, it promotes laziness which results in learner dropout” (CS2). “It needs commitment because*

*its assessment is ongoing and takes place over a long period” (CS3).  
“It is demanding and technology-oriented” (CS4).*

The researcher questioned the teachers about their thoughts regarding the CAPS, but the teachers still spoke negatively about the curriculum. This response suggested that the teachers would not successfully implement it. The researcher concluded that the teachers lacked commitment and passion in the curriculum thus it is necessary to hold workshops and offer incentives to change this thinking. Moreover, the teachers’ morale needed to be boosted by talking more about the CAPS and providing resources to address the issue of time in the administration process.

**Question 13: What do you think should be done to ensure the effectiveness of teaching and learning?**

The effectiveness of teaching and learning plays a significant role in the implementation of the curriculum. Emphasis is on the quality of education policy in the curriculum. Effective teaching happens with teachers undergo training or attend workshops. In response to this question, the teachers stated:

*“Effective lesson presentation, achieving learning through knowledge, making use of media such as radio, TV, and internet, giving learners extra study material, inviting other teachers who are experts in the subject, and giving learners more informed activities” (CS1).  
“Continuous workshops” (CS2). “CAPS needs to be changed or improved” (CS3). “Seminars should be instituted by the Department of Education and NGOs” (CS4).*

The researcher observed that the teachers should be monitored in the classroom and given ample support. CS1 mentioned that media should be used for effective teaching and learning – schools should budget for this and allocate the funds accordingly. The researcher discovered that ongoing

workshops were not conducted, however, the curriculum advisors were kept busy by moderating assessments. The researcher believes that quarterly moderation should be conducted by the HoDs who are more than capable of assisting teachers. The researcher differed with CS3 who stated that the curriculum cannot be changed often as it is costly for the DBE to appoint a task team for this process. However, the CAPS policy was amended, with the aim to improve teaching and learning in the classroom environment.

The researcher further postulated that the DBE must invite NGOs to come on board to assist in sponsoring the workshops. The workshops must incorporate all stakeholders, such as teachers, HoDs, principals, curriculum advisors, parents, school governing body members, and academics to analyse and implement the CAPS appropriately.

### **5.3.3 Responses of the Heads of Department and Principals**

#### **Question 1: How did you support the introduction of the Curriculum and Assessment Policy Statement?**

The CAPS was introduced because of reviewing the RNCS in 2009. After the appointment of a Ministerial Task Team by the Minister of Basic Education. The task team was further examining the challenges and issues that negatively impact the quality of teaching in schools and how to effectively implement the curriculum. These curriculum discussions, as proposed by Mackenzie and Lawler (1948:273), revealed the dissatisfaction of earlier attempts to improve this. In response to this question, the participants stated:

*“Encouraging the teachers to have mini-workshops to assist each other” (HoD1). “This motivates them to attend workshops and have workshops where an outsourced individual review their CAPS implementation” (P1). “Through workshops at school level”. “Through implementation of the curriculum” (P2). “Initiating meetings to identify the challenges and coming up with solutions” (HoD3). “To monitor the*

*HoDs management plan for the curriculum” (P3). “Assist in drawing plans for quarterly meetings” (HoD4). “I make sure that all educators attend the workshops conducted by the Department... All educators were provided with policy handbooks and pacesetters” (P4).*

The HoDs and principals frequently talked about the workshops but failed to monitor the teachers’ attendance and to assess whether the workshops addressed their needs. The SMT requested curriculum advisors to support the teachers by visiting them at school – the curriculum advisors visited the schools once, if at all, per term. Furthermore, the researcher requested the subject meeting plan with the HoDs and the principals but to no avail. These meetings are important as it is an opportunity to share challenges experienced in the implementation of the CAPS.

**Question 2: How does the school management team support the curriculum?**

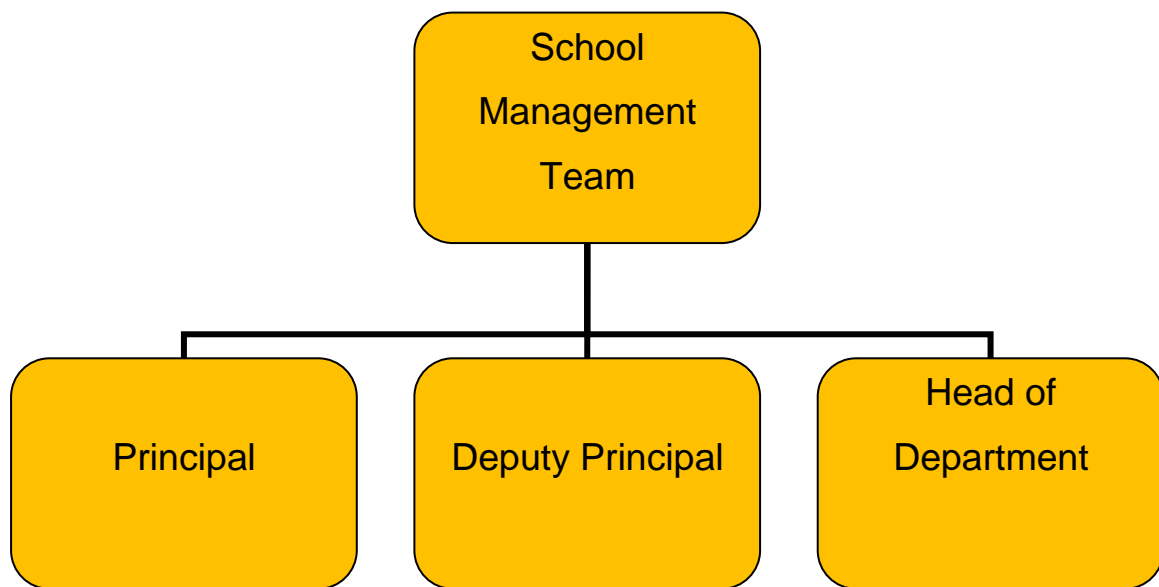
The role of educational leaders, such as principals and SMTs, is critical in leading and managing schools with diverse learner needs and for implementing the curriculum. The leaders play an important role and set the tone for achieving the set curriculum objectives. Furthermore, they are important for developing policies, aims, and strategies for creating an inclusive curriculum, as well as providing support and identifying external factors that may hinder the implementation of the curriculum. In response to this question, the participants stated:

*“The school determines the budget for the workshop and seminars” (HoD1). “The curriculum is supported by buying LTSM and outsourcing the people to conduct the school workshop” (P1). “We attend their school meetings” (HoD2). “All educators should have lesson plans and attend workshops” (P2). “By monitoring or initiating workshops” (HoD3). “I fund all the workshops initiated at the school level” (P3). “I call meetings to discuss the outcomes of all departmental workshops” (HoD4). “The School Management Team supports the curriculum by*



*providing or making sure that learners and teachers create a conducive learning environment” (P4).*

The SMT reiterated that meetings were called to support teachers, but there was no evidence of the meetings held. Moreover, the researcher saw the school budget for one of the sampled schools. The budget did not highlight any funds allocated for mini-workshops and strategic planning for the school. The subject meetings need to be budgeted for as they are time-consuming. The researcher viewed the omission of the seminars and workshops as a contributing factor to the poor implementation of the CAPS. Moreover, it came to the researcher’s knowledge that class visits were not conducted, this presents the possibility for poor implementation of the curriculum.



**Figure 5.2: School management structure (Curriculum news,2012)**

**Question 3: Do you have senior teachers in the school to help with the curriculum management?**

Senior teachers are equivalent to post level 2 teachers that have been in the teaching profession for many years. A post level 1 teacher starts on salary notch 85. Through the normal salary progression and to salary notch 103

(after approximately 18 years), it was therefore recommended for their title to change to senior teacher. The researcher proceeded to ask the question about the involvement of senior teachers as they seem to be on the same level as HoDs. In response to this question, the participants stated:

*“There is no senior teacher” (HoD1). “No senior teacher” (P1). “Yes, the senior teacher assists the HoDs in our school” (HoD2). “Yes, it is an advantage to the school as it assists in managing the curriculum” (P2). “Yes” (HoD3). “Yes, we have a senior teacher” (P3). “No senior teacher as he was promoted to be the Head of Department” (HoD4). “We no longer have a senior teacher in our school” (P4).*

It became known to the researcher that the senior teachers refused to inspect junior teachers, citing the reason that it was the HoDs responsibility. This created tension as most of the senior teachers had extensive experience in the teaching and learning field. The DBE must recognise them as they are equivalent to the HoDs. In some of the schools, the researcher received a report that the senior teachers performed their tasks as expected. The researcher deduced that the principals relied heavily on the HoDs for class visits as the principals were tasked with administrative duties.

#### **Question 4: What kind of support do you provide to teachers intermediate and senior phase?**

Teachers need support to excel in their profession – the SMT has the sole responsibility to provide such support. In response to this question, the participants stated:

*“The provision of resources and finances of outsourcing expertise in the CAPS” (HoD1). “There is a budget allocation in support of this phase” (P1). “Calling subject meetings” (HoD2). “Monitoring of all subject meetings and scrutinising the minutes of the meetings held” (P2). “Mentoring the teachers and chairing the workshops” (HoD3). “Encourage them to work together and monitoring progress” (P3).*

*“Advise teachers to attend departmental and NGO workshops” (HoD4).  
“Encourage them to attend NECT workshops which also provided the teaching resources” (P4).*

The researcher discovered that the management showed support by providing them with transport money to attend meetings and purchasing technological equipment/tools. The schools assisted the teachers with photocopying and printing lesson plans provided by the NECT. Furthermore, the researcher reviewed the budget for the different schools, and it was identified that stationery received a big allocation in the budget. The CAPS implementation would fail if the schools did not focus on the technological aspects. The overhead projector and sound system must be purchased to reduce printing costs. The country is moving towards the fourth industrial revolution which would see schools use gadgets such as tablets and no longer paper or books.

The researcher suggested a monitoring tool to assess the CAPS implementation, formal and informal tasks, and assessments. This is a step towards ensuring that teaching and learning are effective.

**Question 5: What challenges do you experience as the Head of Department/principal?**

There are daily challenges in the teaching profession. In response to this question, the participants stated:

*“Teachers do not complete the pacesetter quarterly” (HoD1).  
“Implementing the curriculum is a challenge” (P1). “Some teachers are not well conversant with the implementation of the CAPS” (HoD2).  
“Challenges in the implementation of the CAPS with recently appointed teachers” (P2). “The lack of support from all stakeholders” (HoD3).  
“Resources are a challenge as the CAPS needs technology” (P3). “Not all the tasks were done” (HoD4). “Informal and formal tasks need to be completed with workbook tasks” (P4).*

The researcher discovered that the HoDs and principals failed to monitor the teachers thus teachers failed to implement the curriculum which played a pivotal role in the CAPS implementation. Moreover, monitoring curriculum implementation should be considered a priority. The researcher advised the SMT to schedule time with the teachers to report quarterly on the curriculum implementation.

**Question 6: What do you think should be done to ensure the effectiveness of teaching and learning?**

The effectiveness of teaching and learning rests on the effective implementation of the CAPS in the Intermediate and Senior Phase classes. In response to this question, the participants stated:

*“Networking with other schools can help” (HoD1). “Neighbouring school should interact with each other” (P1). “More training of educators” (HoD2). “Educators’ workshops should be more advanced so that they gather more information, knowledge, insight, and understanding of subjects they teach” (P2). The HoD2 further said “a one day workshop can be changed to a week’s session to ensure the effectiveness of teaching and learning” “Maintain learner and teacher discipline and sufficient support (HoD3)”. “Ongoing workshop can make it possible for the effectiveness of teaching and learning” (P3). “Nothing can make it possible than to have more workshops” (HoD4). “Each phase in primary school should have an HoD to support educators... Educators should be equipped through important workshops for more than three hours” (P4).*

The researcher discovered that the neighbouring schools were not assisting each other. Therefore, the DBE must pair the neighbouring schools to ensure effective learning and teaching. Furthermore, according to the researcher, the convening of the subject meetings collapsed as a result of the HoDs not knowing much about their jobs. The researcher encouraged the outsourcing of experts to assist with the CAPS implementation.

### 5.3.4 Interview questions information

The interview was deemed the most important data collection instrument for this study. The interview is made up of standardised questions that follow a fixed scheme to gather the data from an individual about the subject under study. The interview (below) was sent to all four sampled schools (Appendices H and I). The reason for using interviews was to provide the sample (teachers) with an opportunity to answer without intimidation or pressure from the researcher. The following responses were provided for a posed question:

- Disagree
- Strongly Agree
- Agree
- Strongly Disagree

With regards to statement one, *“I ensured that the timeframe for implementing the CAPS in primary schools is realistic”*, CS1, CS2, and CS4 *“Strongly Agree”*, while CS3 responded *“Disagree”*. The researcher concurred with CS1 and CS2 about the timeframe as reflected in the pacesetters of different schools. The teacher that disagreed refused the opportunity to receive materials timeously from the circuit office.

In response to statement two, *“The HoDs give me moral support in the implementation of the CAPS by visiting my lessons”*, CS1, CS2, and CS3 *“Agree”*, while CS4 responded *“Strongly Disagree”*. The researcher discovered that the teachers who agreed with the above statement also agreed that the HoDs visited them during lesson presentations, which was not the case for CS4 as some HoDs were not familiar with their job description. The DBE must convene a workshop to clarify the various job descriptions of all personnel.

In response to statement three, *“I received adequate training for teaching and learning outcomes on the implementation of the CAPS in Intermediate and Senior Phase”*, CS1 and CS2 *“Agree”*, while CS3 responded *“Disagree”* and CS4 responded *“Strongly Agree”*. The researcher believed that the participants did not receive adequate training for teaching and learning. The workshops convened at different venues and did not meet the teachers’ expectations.

With regards to statement four, *“I want to adapt to changes in the new curriculum in order to implement the CAPS”*, CS1 and CS2 *“Strongly Agree”*, while CS3 responded *“Disagree”* and CS4 responded *“Agree”*. The researcher urged the teachers to further their profession by enrolling in a tertiary institution as this will improve their knowledge in curriculum implementation.

In responding to statement five, *“I develop steps to appraise myself in the implementation of the CAPS”*, all the teachers responded *“Agree”*. The researcher advised the teachers to implement self-monitoring tools to assess how long they take, as well as the implementation of the CAPS.

In response to statement six, *“The schools received teaching and learning materials to support their implementation of the CAPS”*, CS1 and CS2 *“Agree”*, while CS3 responded *“Disagree”* and CS4 responded *“Strongly Agree”*. The researcher received the evidence of the delivery note of the LTSM. Moreover, the NECT supported schools by providing them with software lesson plans.

With regards to statement seven, *“I feel dissatisfied with the quality of the teaching and learning support materials received for implementing the CAPS in primary schools”*, CS1 and CS4 *“Disagree”*, while CS2 responded *“Strongly Agree”* and CS3 responded *“Agree”*. The researcher deduced that the learning support materials received were insufficient. The schools need to use the allocated 60% curriculum budget to supplement current materials to successfully implement the curriculum.

In responding to statement eight, *“The CAPS is helpful in assessing my learners’ performance in the class”*, CS1, CS3, and CS4 *“Agree”*, while CS2 responded *“Disagree”*. The researcher appreciated that the CAPS is helpful as it focuses on all levels of cognitive behaviour.

In response to statement nine, *“The CAPS is good for planning teaching and learning for my learning programme”*, CS1, CS2, and CS3 *“Agree”*, while CS4 responded *“Strongly Agree”*. The researcher viewed the planning of the curriculum implementation of the CAPS as helpful if the pacesetters and assessment guidelines were followed.

With regards to statement ten, *“I have grasped the simple topics of the CAPS that are easy to understand”*, all the participants *“Agree”*. The researcher believed that the teachers ought to be tech-savvy or know how to use technology to ensure the successful implementation of the CAPS.

In responding to statement eleven, *“I apply the CAPS education policy in the Intermediate and Senior Phase daily”*, CS1, CS2, and CS3 *“Agree”*, while CS4 responded *“Strongly Agree”*. The researcher discovered that the teachers used the CAPS in their daily teachings, however, as they looked unprepared during their lessons this did not seem to be the case.

In response to statement twelve, *“I am not confident to implement the CAPS”*, CS1 and CS2 *“Agree”*, while CS3 and CS4 responded *“Disagree”*. The teachers developed their self-confidence in teaching the learners, however, they still experienced challenges in implementing the curriculum.

About statement thirteen, *“The CAPS has affected learning in the classroom and in the record-keeping of learners’ performance”*, CS1, CS2, and CS4 *“Strongly Disagree”*, while CS3 responded *“Agree”*. The researcher discovered that the teachers had a lot of administrative duties and placed a lot of focus on the curriculum implementation (rather than recording learners’ performance and marks).

In responding to statement fourteen, "*The CAPS negatively impacts my assessment of learners' performance*", CS1, CS2, and CS4 "*Strongly Disagree*", while CS3 responded "*Disagree*". The researcher discovered that the assessment was provided by the District Department of Education. The assessment contributed positively and relieved teachers of the pressure.

In response to statement fifteen, "*The CAPS negatively impacts my lesson planning*", CS1 responded "*Strongly Disagree*", while CS2, CS3, and CS4 "*Disagree*". The researcher disagreed with this statement as the lesson plans were provided by the NECT through the circuit office. The challenge would be the production of lesson plans as it is costly.

With regards to statement sixteen, "*The CAPS negative impacts teaching*", CS1 responded "*Strongly Disagree*", while CS2, CS3, and CS4 "*Disagree*". The researcher viewed the teaching methodology as crucial, however, the teachers still used the old methods to teach in the classroom. This contributed to the negative impact of teaching the CAPS.

In responding to statement seventeen, "*I have difficulty in using the learning outcomes in implementing the CAPS in teaching*", CS1 and CS3 "*Disagree*", while CS2 and CS4 "*Strongly Disagree*". The researcher discovered that the teachers had difficulty in implementing the CAPS, hence CS2 and CS4 disagreed with the statement.

In response to statement eighteen, "*I have difficulty in integrating the knowledge and skills from different learning subjects when I implement the CAPS*", CS1 responded "*Disagree*", while CS2 and CS3 "*Agree*" and CS4 responded "*Strongly Disagree*". It came to the researcher's attention that the teachers applied the knowledge, values, and skills in the CAPS implementation. The teachers had integrated knowledge skills and values appropriately to ensure the CAPS was well understood.

With regards to statement nineteen, "*I experienced challenges in the use of the assessment standards in my implementation of the CAPS*", CS1 and CS4 "*Disagree*", while CS2 and CS3 "*Strongly Agree*". The researcher was of the



view that all the teachers had an opportunity to apply the assessment standards correctly and as reflected in the assessment guidelines.

In responding to statement twenty, *“I have the challenge of differentiating between learning outcomes and assessment standards that need to be applied in the CAPS”*, CS1 and CS4 *“Strongly Disagree”*, while CS2 and CS3 *“Strongly Agree”*. The researcher noted that the teachers had no challenges in the teaching and learning, and assessment approaches in the CAPS implementation.

These guidelines are done to give teachers, principals, subject advisors, administrators, school governors, and other personnel strategies on how to address learner diversity in the classroom environment through the curriculum implementation. The schools can provide additional teacher development to ensure that their teachers have the relevant skills and knowledge in implementing the curriculum. The guidelines are a critical component of the CAPS workshop initiatives and guidelines have been enhanced to facilitate and support curriculum implementation.

### **5.3.5 Observational data for researcher**

During the lesson observation process, the researcher took notes. For classroom observations (APPENDIX I), *“the notes were checked using line-by-line coding”* (McMillan & Schumacher, 2010:369). The participants were given an opportunity to ask some questions as some of the areas were vague during the process. The researcher observed the participants in the CAPS implementation and noticed that some of the teachers were struggling to implement the CAPS in the classroom environment. All four teachers indicated that the CAPS had a lot of administrative duties. Some of the time-consuming administrative duties included writing on the chalkboard, capturing marks and marking informal tasks, writing lesson plans, and familiarising with pacesetters.

Since the observations focused on various components of the curriculum implementation, conceptualisation and dialogue analysis were applied to analyse classroom observation after the written report. The conceptual analysis was used to define various resources like books, discussions of topics, teaching, and language used in the classrooms. In this research, code-switching was used and analysed in the teaching and learning and assessment practices in all schools during the lesson presentation. The dialogue analysis focused on text and talk as social practices after teaching. The researcher observed written documents that were used in the implementation of the curriculum, such as policy documents. In this study, dialogue analysis reviewed the impact of the medium of instruction in the teaching and learning environment.

Other aspects that were observed (Appendix I) are, namely, classroom environment and class interaction. In most of the observed schools, learners ranged from 40 to 50 in each classroom. In School 1, the class was dilapidated and not conducive to learning. It was difficult for CS1 to make effective sitting arrangements. Additionally, the department has provided all the schools with textbooks, however, the infrastructure was not up to standard.

Regarding class interaction in the schools observed, CS1 ensured that learners received feedback during the teaching session. The learners were requested to respond to the lesson presented. CS2, CS3, and CS4 interacted with the learners through recitation. The medium of instruction was English, however, with the code-switching. Moreover, the strategies used by teachers were the same as they employed grouping and individualisation.

Different types of assessments were used, for example, diagnostic assessment (a form of pre-assessment that informs a teacher how to determine learners' individual competence, weaknesses, knowledge, values, and skills). It was primarily used to analyse the learners' difficulties and to guide lessons and curriculum planning during the implementation. The lesson plans were pre-moderated by HoDs in all four schools.

## **5.4. ANALYSIS OF THE DATA COLLECTED**

According to Bryman, data analysis entails making sense of the collected data (Bryman, 2012). However, if the researcher did not analyse the data correctly, the study becomes purposeless (Makwinja-Morara, 2007). As this research adopted a qualitative research strategy, data was examined and explained through references to direct quotations of the participants' responses. Moreover, information was also collected by an audio recorder and transcribed verbatim. The multiple sources of data helped the researcher to be more confident about the research findings.

### **5.4.1 Analysis of the biographical information**

The biographical information of teachers in the Intermediate and Senior Phase is shared. The sampled schools presented their participants and the researcher distinguished them based on gender, years of experience, grade, and position. The findings further reveal that age, teaching experience, and qualification can influence the teachers' implementation of the CAPS. This means that the way in which teachers implement the CAPS is dependent on these biographical factors. Most of the teachers are above 50 years and thus struggle with applying the correct teaching techniques. Further, there was no desire to attend the local workshops as reliance was on the experience and the knowledge acquired at college.

The qualifications of the participants are not encouraging, this explains why they thought that they knew about teaching and were reluctant to apply the new curriculum policy. CS1, CS3, and CS4 have teaching diplomas. On the other hand, CS2 seemed interested in furthering their studies, but their age discouraged them. Teachers aged above 25 years and 50 years shared their negative experiences of the implementation of the CAPS.

Regarding the teaching experience, teachers were positive in the implementation of the CAPS, particularly those with less than 20 years

teaching experience. Most of the teachers with more than 20 years of teaching experience found it difficult to learn new tactics. For the biographical data of HoDs and principals, the HoDs age ranged from 49 years to 65 years, suggesting that the profession is led by old people. Most of the HoDs were males and had satisfactory qualifications. The HoDs had acquired ACE and BEd Hons level qualifications. Based on their teaching experience, they had taught the curriculum for many years but not the CAPS and thus failed to adapt to new changes in the curriculum.

The HoDs from all the schools did not have a curriculum management file. The dominance of the males in the principal position were managers. The principals' age ranged from 50 to 56 years – they were not necessarily interested in the curriculum but rather on the benefits upon retirement. Moreover, most of the principals failed to monitor the curriculum by checking the intermediate and senior phase meetings, however, the qualifications acquired were impressive. Their teaching experiences ranged from 21 to 26 years. If utilised well, there are ample opportunities or experiences to improve curriculum implementation.

#### **5.4.2 Analysis of the focus group interview data**

The focus group interview included 12 Intermediate and Senior Phase participants (4 teachers, 4 HoDs, and 4 principals). Their responses are grouped and given themes and categories.

	<b>THEMES</b>	<b>CATEGORIES</b>
<b>1.</b>	<b>Curriculum change</b>	Workshop training Resources Content gap
<b>2.</b>	<b>Assessment</b>	Grouping of learners Lesson plans Teaching methods
<b>3.</b>	<b>Curriculum policies</b>	Facilitating process Support by curriculum

		advisors
4.	<b>Management of the curriculum</b>	Workload Effective in teaching and learning
5.	<b>Support and monitoring of the curriculum</b>	Monitoring tool

- **Theme 1: Curriculum change**

The teachers articulated different definitions, suggesting different understandings. Some teachers welcomed the curriculum changes; however, it was perceived as too administrative. This compelled the teachers to spend more time in libraries conducting research. They were many challenges of the curriculum and teachers were computer illiterate. Furthermore, there were three categories, namely, workshop, training resources, and content gap. The teachers responded to the research question: “What are the teachers’ experiences of the implementation of the CAPS in primary schools?” (Section 1.5.1). CS1’s response showed an understanding of the term “curriculum”, the intricacy of the definition was shown by CS2, and CS3 and CS4 elaborated the definition.

The teachers seemed to understand what the change entails but not how to implement them. The introduction of the CAPS had many challenges which gave rise to workshops and training. The response to question 9 further indicated that lack of workshops impacted the curriculum execution. CS1 responded that “I only attended meetings to inform us about the new changes”. The workshops were not conducted accordingly – the facilitators attended training for two weeks, but the teachers’ training was only for a few hours. Some facilitators were inexperienced. According to the response of CS4, “workshops were conducted by people who did not have the relevant knowledge”.

The second category was “resources”. It was established that learning materials could enhance teaching and learning. The teachers failed to implement the CAPS as it demanded a lot of resources which some of the schools did not have. Schools have inadequate resources to utilise in the implementation of the curriculum. The internet is a basic need for teachers to research topics to create understanding through knowledge building. Furthermore, the provision of magazines in the school foyer and classrooms is an important way of increasing access to resources. All the teachers prefer to use books, magazines, and other materials for teaching and learning. The norms and standards funds are meant to purchase the resources to be utilised by the schools as 60% is allocated for the curriculum. The tendency with most of the schools is to divert the curriculum allocation to other miscellaneous things in the budget. The analysis indicated that resources need funds and the schools should budget for them.

The third category was “content gap”. Content gap analysis is the process of analysing existing content on the topic and finding out gaps in that content in order to enhance it. Schools failed to outsource knowledgeable teachers outside the school because of the inferiority complex. The CAPS encouraged teachers to seek other forms of knowledge about the topic from other teachers. However, the teachers were not aware of the content gap.

- **Theme 2: Assessment**

An assessment was initiated to provide feedback. The teachers focused on all the teaching principles of the CAPS. The most important aspect of the CAPS was to get feedback through assessment. There were three categories, namely, the grouping of learners, lesson plans, and teaching methods. Learners were grouped according to their abilities, as per the CAPS. This assisted them to achieve the principles of assessment, i.e., practicality, reliability, validity, authenticity, and washback. CS1 indicated that verbal examinations were used to assess the learners and test whether they understood the CAPS. CS3 assessed learners through reading and writing tests.

The assessment provided teachers with feedback to verify the implementation of the curriculum. The second category was lesson plans. Responses to question 7 were presented and analysed. The teachers' responses are analysed based on the responses from the Intermediate and Senior Phase, then presented and discussed under the heading: lesson planning and preparation. Lesson planning and preparation are the main responsibilities of teachers to improve learners' performance. It was established that all the teachers prepared for their lessons.

The SMTs require time to monitor and assess the lesson plans as lesson plans for both phases (Intermediate and Senior Phase) are submitted weekly and are done according to the prescription of the CAPS. School 1 and School 3 made different lesson plans as these schools used NECT pre-planned lesson plans. Moreover, teachers used different methods – some of the methods were outdated. Thus, workshops and training are urgently required in all the schools.

- **Theme 3: Curriculum policies**

In South Africa, there was a rapid curriculum change in the implementation of the CAPS. The literature revealed that the curriculum changes were established to develop new policies. All the curriculum policies negatively impacted the CAPS implementation as teachers were unable to distinguish between the new and old policies. The policies were, however, good in the application of the new curriculum but the problem arose when teachers were reluctant to apply the new policies. The successful curriculum change was spearheaded and correctly implemented by the set design policies. Intermediate and Senior Phase teachers experienced a challenge in understanding the CAPS implementation and the designated policies. The researcher supported the idea of utilising the policies, although confusing, in the implementation of the curriculum.

There were two categories developed, namely, facilitating process and support by curriculum advisors. Based on question nine which focused on the facilitating of workshops by curriculum advisors, the teachers responded that the workshops were not satisfactory. The factors that contributed to the unsatisfactory workshops were issues of limited time and shallow knowledge of the curriculum advisors. CS4 stated that “workshops are conducted by people who are not knowledgeable”. The departments are obliged to conduct workshops for teachers and curriculum advisors to implement the CAPS effectively.

The support of schools by curriculum advisors was addressed in question ten – the curriculum advisors failed to visit or monitor the implementation of the CAPS in primary schools. By chance, they managed to visit schools once per quarter. The core issue was that they were understaffed since the DBE did not replace any curriculum advisors that retired or passed away. The negative results of this decision were felt by the schools that needed assistance in the implementation of the curriculum.

- **Theme 4: Management of the curriculum**

Curriculum implementation refers “to how the designed or officially designed course of study is converted by the teachers into the curriculum, schemes of work and lessons to be taught to the learners”. The teacher is regarded as the agent in the curriculum implementation process.

The HoDs did not follow the correct curriculum monitoring tool – they failed to convene meetings timeously which would assist in the implementation of the curriculum. On the other hand, the principals were better as the budget of 60% for the curriculum was set aside, although the funds were poorly managed. Moreover, there were two categories identified under the management of the curriculum, namely, workload and effectiveness of teaching and learning. The workload of the teacher could be determined by the SMTs. The teachers complained about the workload, citing that it was difficult to prepare and meet the objectives of the lesson. Thus, the teachers’



workload should be reduced for them to implement the CAPS and the DBE should make provision for the correct implementation of the curriculum.

Teaching and learning will be effective if schools are not understaffed thus monitoring and initiating the CAPS meeting could be possible and effective.

- **Theme 5: Support and monitoring of the curriculum**

The support and monitoring of the curriculum by the HODs and principals need urgent attention. Curriculum monitoring is a process of collecting the information for evaluating the effectiveness of the curriculum implementation and ensuring that the intended, implemented and attained curricula are aligned with the designated educational policies. The curriculum advisors did not provide the sufficient support required by the teachers. The monitoring and support at the school level were also poorly conducted by the HoDs and principals – this was revealed by the questions posed to the teachers and responses from the HoDs and principals.

#### **5.4.3 Analysis of the teacher's data**

Interviews for specific target groups (teachers) were prepared. The teachers were asked to answer questions about teaching the curriculum, quality of the interactions between teacher and learner, methodologies of the curriculum used, provision and use of resources and facilities, the contextual realities of the school. The researcher tried to avoid ambiguity, the vagueness of the questions, bias, and unnecessary technical language of the curriculum implementation. The teachers were requested to respond to the interviews using strongly disagree, disagree, agree, and strongly agree. Their responses were mostly similar, as reflected in the data captured.

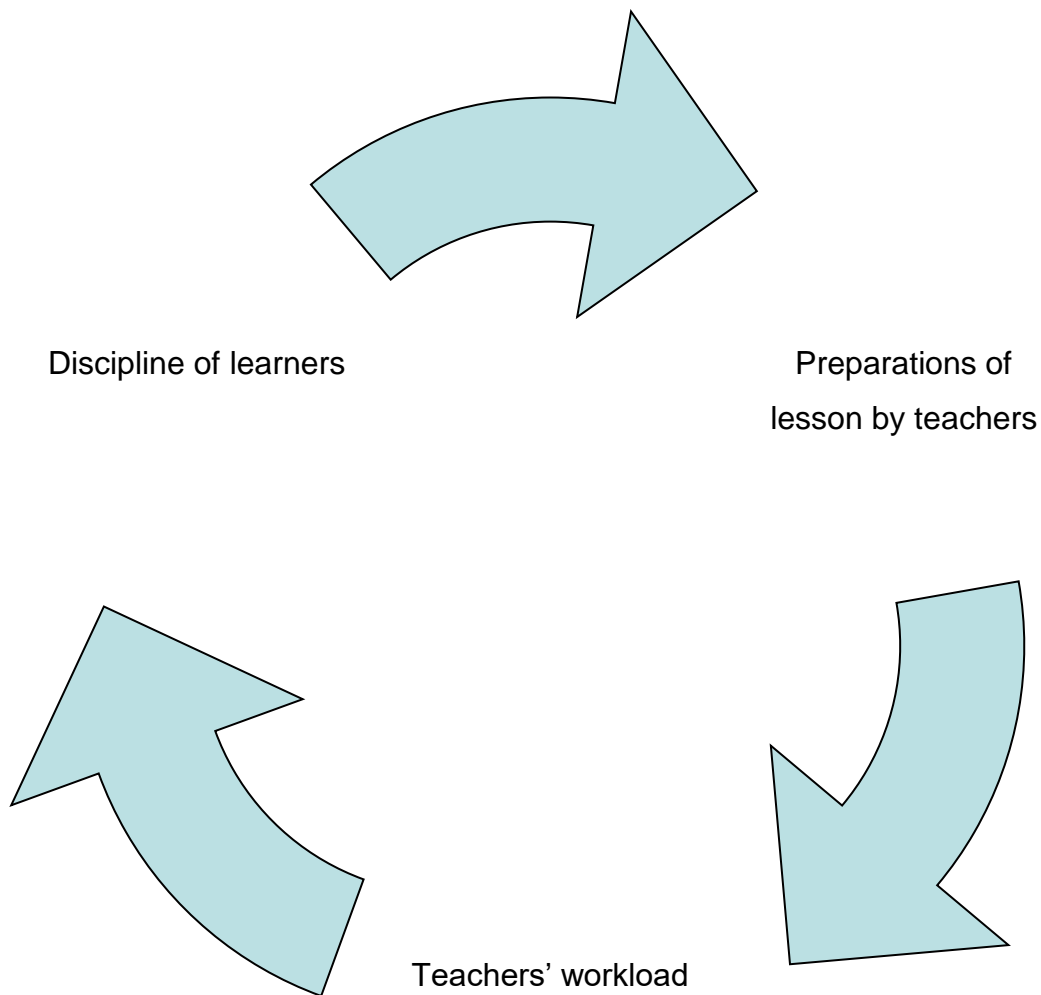
#### **5.4.4 Analysis of the observation**

As part of this qualitative research study, observations were utilised as a means of collecting data. This was done for the purposes of enriching data required by this study to strengthen its findings and recommendations.

Furthermore, observations were utilised to sustain credibility of the findings hereof, hence their transferability. However, classroom observation data indicates discrepancies or problems between teachers' statements and the actual teaching practice. The teachers displayed a rather teacher-centred teaching approach with minimal use of discussions or group work. The CAPS require a thorough discussion between the teacher and learners. All the sampled teachers displayed the same weakness of failing to interact with the learners.

Moreover, teachers dominate the classroom, however, the objectives of the lessons were not clear from the start of each lesson. In addition, the classes were passive and there were no interactions to create interest in the lesson. For instance, the researcher observed the classroom participation of teachers, teaching approach, poor implementation of group work activities, and application of teaching methods. In one of the classes, the researcher noted that the interaction was between one learner and the teacher – ideally, all learners need to interact with the teacher during the implementation of the CAPS. Based on this observation, the researcher is of the view that the CAPS implementation is ineffective.

The analysis of the observations is as follows:



**Figure 5.3: Analysis of observations (Curriculum news,2012)**

#### **5.4.4.1 Learner discipline**

In all four primary schools that the researcher collected data, it was found that teachers have challenges regarding learner discipline while teaching. Learners are often late and need to be constantly reminded.

#### **5.4.4.2 Preparation of lessons by teachers**

In school 1 to 4, a teacher informed the researcher that they did not have the CAPS policy documents and templates for lesson preparations. Furthermore, CS3 indicated that there is only one teaching guide at their school. It became

clear to the researcher that these teachers were ill-prepared for their lessons. As additional proof that teachers were ill-prepared, refused to be visited in the classroom.

#### **5.4.4.3 Teacher workload**

The excessive teacher workload varied from one school to another. However, there were similarities of teachers carrying the workload of their colleagues who were on leave due to chronic health challenges. In addition, 60% of the curriculum budget was available but the teachers made copies of learning materials due to the textbook shortage.

### **5.5 CONCLUSION**

This chapter discussed the research findings from the data collected with teachers, HoDs, and principals. The discussion investigated the themes that emerged from the research and the findings mainly focused on the research questions and limitations of the study, workload, and curriculum planning pertaining to the experiences of teachers in the CAPS implementation. The lack of resources and facilities is an issue that impacts the implementation of the new curriculum change in schools. To successfully implement curriculum changes in primary schools in the Vhembe District, support is needed from the Limpopo Department of Education.

On another hand, the observation report posits that most teachers depend on teacher-centred methods in teaching. Moreover, the inadequacy of the learning facilities and resources seems to be the most significant factor that impacts the effectiveness of the curriculum implementation in primary schools.

Chapter 6 presents a summary of the findings, conclusions, and recommendations of the study.

## **CHAPTER 6**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter provides a summary of the findings, conclusions, and recommendations of the study, as well as the opportunities for further research, limitations, and concluding remarks. This research aimed to provide an understanding of teachers' implementation of the CAPS in primary schools in the Vhembe District.

#### **6.2 SUMMARY OF THE RESEARCH FINDINGS**

This section outlines the literature, as well as the research results. The literature discussed in chapter two and results explained in chapter four.

##### **6.2.1 Synopsis of the literature**

The curriculum was assumed from different viewpoints. The dynamics of the curriculum were significant after the review committee conducted by Chisolm (2003) had announced its results and important recommendations.

It was ascertained that the following changes must be used in the implementation of the curriculum, namely; to redesign the curriculum as per the needs and interests of the learners and teachers, to utilise relevant strategies for teaching, to present the recent approaches of teaching, and to limit administrative work. This was based on the four challenges identified by the DoE in 2009, namely, implementation of the NCS, teachers stressed by administrative tasks, many interpretations of the curriculum obligations, and poor performance of learners. The researcher believes that the South African government values education hence they provide funding for teachers to further their studies.

Additionally, the literature reveals that the teachers communicated their dissatisfaction with the training which they described as inadequate, with curriculum advisors that limited knowledge and experience, and too basic to provide classroom examples (Lombard, 2010:165). The literature further showed that the training did not provide the teachers with a clear, well-communicated strategy for implementing and reinforcing the CAPS.

Moreover, the DBE's involvement was satisfactory as the NECT provided CDs and books with lesson plans and work schedules. According to Jansen (2009:100), "primary school teachers lacked the relevant knowledge to teach subjects in their respective classes and knew very little about lesson plans for phonics or sounds in language". The results of Jansen's (2009) study showed that "primary school teachers had only been provided with curriculum documents as materials but did not know how to use them in the classroom environment".

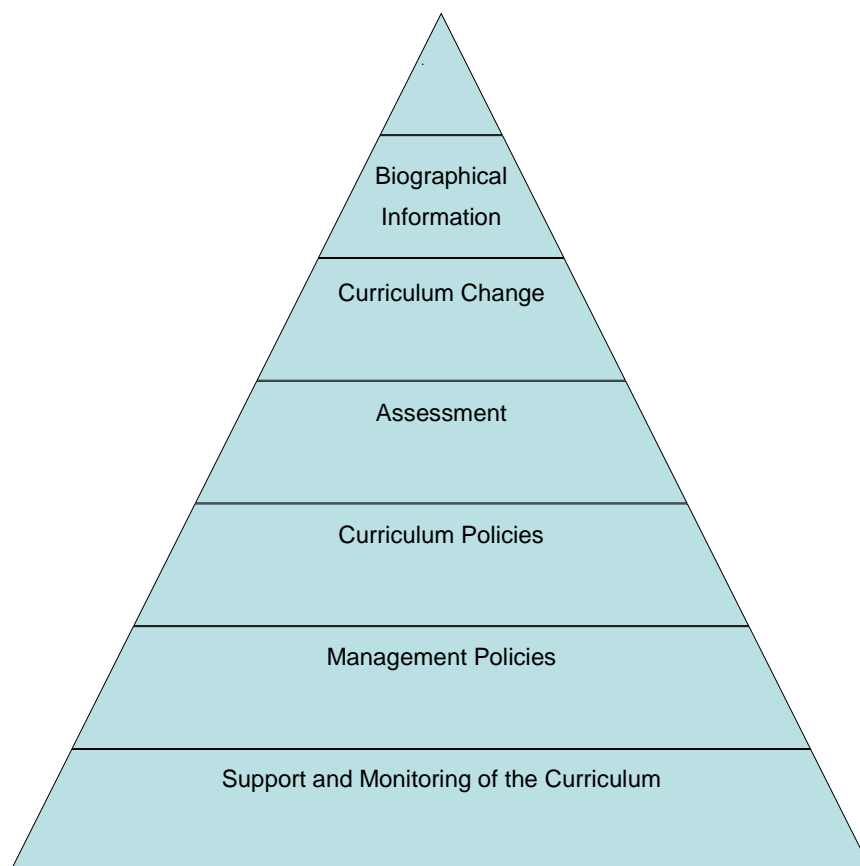
The aim of curriculum management was to ensure that all learners would acquire knowledge, values, and skills in the curriculum change. The literature showed that teachers were not providing learners with satisfactory assessment activities as depicted in the policy. Assessment activities, whether formal or informal, could have assisted the teachers in conducting self-analysis to ascertain whether they were implementing the curriculum correctly.

Furthermore, the teaching activities were incorrectly used by the teachers as they were not trained by the DBE on how and when to use them. The CAPS demanded more funds as most of the teaching media or materials needed to be bought by the schools, as reflected in the South African Schools Act (SASA). In addition, it was stipulated that the curriculum budget of 60% was allocated from the money norms and standards allocation. Therefore, teachers could have received more funding, had the principals and SMTs

submitted the budget drafted SGBs and endorsed by the parents as per SASA.

### 6.2.2 Synopsis of empirical research findings

This section outlines the findings of the research as revealed in the themes and categories discussed in Chapter 5.



**Figure 6.1: Research findings pyramid (Schumacher & McMillan, 2010)**

#### 6.2.2.1 Participants' biographical information

The results showed that the primary teachers were mostly male. Furthermore, the male teachers preferred teaching Grades 4 to 7 as compared to the female teachers that preferred the Foundation phase classes as there were

not too many challenges on this level. The teachers' qualifications ranged from Diploma to BEd Honours and their teaching career started between the ages of 23 and 31. Moreover, the teachers were aged between 45 (CS1) and 55 (CS4) years and most of them reserved their comments about furthering their studies, citing the issue of not being awarded bursaries, but CS2 and CS3 indicated that they were busy furthering with their studies.

#### **6.2.2.2 Curriculum change**

The researcher analysed the different definitions of 'curriculum' provided by the teachers; it was evident that the CS1, CS2, CS3 and CS4 share the common understanding of the curriculum but the CS3 and CS1 welcomed the curriculum changes but CS2 and CS4 did not as others were familiar with the terms of technology. However, those that were not familiar with the use of technology were displeased as they experienced more administrative tasks and had to frequent the library to research and gain more knowledge.

Their lack of knowledge impacted their efforts to implement the curriculum. As the curriculum change had challenges, there were two categories identified, namely, workshop training resources and the gap in the content. Other participants were not familiar with the use of technology thus they were unable to access the information.

#### **6.2.2.3 Assessment**

The assessment was initiated to provide feedback. The teachers focused on the teaching principles of the CAPS. Most importantly, a critical aspect of the CAPS is to get feedback through assessment. There were three categories, namely, learner grouping, lesson plans, and teaching methods. The learners with the same ability are grouped together as per the CAPS. In the sampled schools, the teachers grouped them according to their abilities. The CS1, CS3 indicated that this helped them to achieve the principles of assessment, i.e. practicality, reliability, validity, authenticity, and washback. On the other hand,



lesson planning and preparation were some of the key responsibilities of teachers to achieve a lesson outcome and topic designed for a particular group of learners in a particular grade.

As highlighted in the interviews, planning was done according to the prescription of the CAPS, however, the implementation and execution of what was agreed on regarding the reality of classroom experiences and practices of teachers are completely different. CS2 and CS4 confirmed that the schools received lesson plans from the NECT for assistance with the CAPS implementation and the teachers used different methods to implement the curriculum.

#### **6.2.2.4 Curriculum policies**

Rapid implementation of the curriculum changes occurred in South Africa since the start of the democracy in 1994. The literature review showed that all the changes in the curriculum gave rise to the new policies in education. The policies in the curriculum affected the CAPS implementation as the teachers were unable to differentiate between the new and old policies – these policies were ideal for the implementation of the new curriculum.

Moreover, the success of the curriculum change was driven and adequately implemented by the CAPS policies. Intermediate and Senior Phase teachers had a challenge in comprehending the CAPS implementation and education policies. The CS1, CS2, CS3 and CS4 had different views but the researcher encouraged the issue of the policies which were inaccurately articulated in the implementation of the curriculum through the NECT.

Additionally, there were two categories developed, namely, facilitating process and support by curriculum advisors. As previously mentioned, the core issue was that they were understaffed since the DBE did not replace any curriculum advisors that retired or died. The reason behind this is that there weren't enough curriculum advisors for all the schools in the Vhembe District.

#### **6.2.2.5 Management of the curriculum**

The schools managed the curriculum according to the set policies in their respective schools; however, it was not aligned with the national implementation of the CAPS policies. Therefore, curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work, and lessons to be delivered to learners. Moreover, teachers are regarded as agents in the curriculum implementation process. The principals from School 1, School 2, School s and School 4 managed the curriculum differently but using the same policies. The environment of the schools determined the application of the policies.

There were two categories identified under the management of the curriculum, namely, workload and effectiveness of teaching and learning. Although teachers complained about their workload, the SMTs determined the teacher workload – they insist that for them to deliver on their key performance areas their workload must be reduced. Furthermore, the DBE should make provision for staff to implement the correct curriculum as the success of teaching and learning rely on the teachers' knowledge of the CAPS implementation.

#### **6.2.2.6 Support and monitoring of the curriculum**

The HoDs and principals must ensure that the CAPS is successfully implemented by monitoring and supporting teachers. The monitoring process gathers information for evaluating the effectiveness of the curriculum, and ensuring that the intended, implemented and attained curricula are aligned as it measures the extent to which the curriculum is commensurate with the diverse needs of all learners. The monitoring and support must be done timeously during the implementation of the curriculum. The HoDs from school 1, and School 2 used the monitoring tool supplied by the DBE to monitor and

manage the curriculum. The HoDs from school 4 and school 3 used the generic template from their respective schools to monitor the curriculum.

### **6.3 RESEARCH CONCLUSIONS**

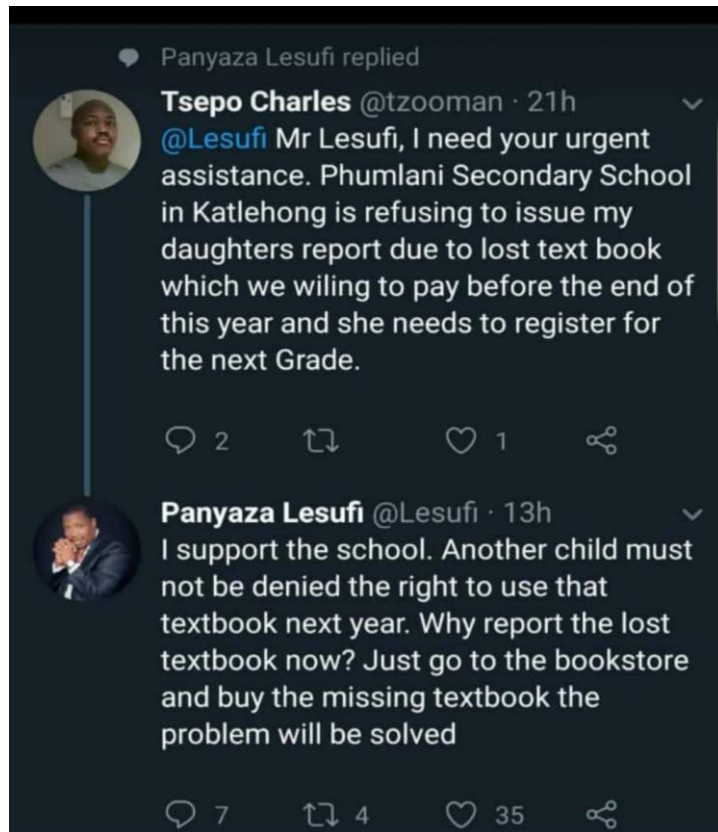
The researcher cited the research results as the responses to the main research question (“What are the teachers’ experiences of the implementation of the CAPS in primary schools?”). The main research question led to the development of the four sub-research questions which the researcher provided answers to. The main research question is phrased as follows:

- What are the teachers’ experiences of the implementation of the CAPS in primary schools?

#### **6.3.1 What are the experiences of the teachers in the implementation and valuation of the CAPS?**

The primary school teachers in the Intermediate and Senior Phase experienced challenges implementing the CAPS because of financial constraints, limited resources, and a lack of workshops. Moreover, underfunding was one of the challenges that affected curriculum change. The participants also mentioned the inaccessibility of the school resources, tools, and ablution blocks. Additional copies of the books were purchased – the department refers to this as “top-up”. Thus, the parents struggle with the curriculum in this manner – if the learner fails to return the textbook, the parents would, in turn, demand the school report. The lack of textbook availability was also a result of parents refusing to replace lost books.

In the Gauteng Province, the MEC for Education, Panyaza Lesufi, briefly responded to the parent:



**Figure 6.2: Panyaza Lesufi’s response to a parent (Twitter- Nov.2019)**

Panyaza Lesufi’s response was important as it suggests that he will not tolerate the misuse, damage, or losing of school resources. The primary school teachers experienced many challenges in the CAPS implementation because of the limited funding available. Moreover, teachers also experienced the shortage of school facilities, equipment, and textbooks that the government termed “top-up”.

The DBE may allow schools to order textbooks of their choice, however, the ordering of books is done via a centralised system. Thus, the DBE selects the type of textbook on behalf of the curriculum implementors. Time management was another aspect that was identified as a challenge to curriculum implementation as teachers do not effectively manage their classroom time and arrival for class therefore, they need the SMTs to monitor them. In all the sampled schools, participants mentioned that more time was dedicated to tasks such as informal staff meetings, unscheduled assemblies, cleaning of

classrooms, and unforeseen situations that took place at the expense of learners' time.

### **6.3.2 What resources are used by teachers to ensure effective implementation of the CAPS?**

Teachers received limited resources from the DBE. It was also the sole responsibility of the teachers to utilise available resources in the CAPS implementation. For the curriculum implementation to be successful, there must be an effective use of the school and community activities, particularly by the teachers and learners. Parents were also mentioned as important stakeholders of the school in the implementation of the curriculum. The teachers utilise the CAPS resources with the lesson plans and pacesetters supplied by the NECT (the available resources may positively impact the curriculum implementation).

### **6.3.3 What type of assistance do SMTs provide during the implementation of the CAPS?**

If SMTs could assist teachers, the implementation of the CAPS would be beneficial to all schools in the Vhembe District. The SMTs supported teachers in the implementation of the curriculum – through providing activities needed to make teaching and learning effective (through the allocation of the budgeted funds, teacher motivation through workshops, meetings, and outsourcing knowledgeable CAPS speakers. Incentives must be given to deserving teachers, while informal and formal tasks must be assessed and managed to ensure that the correct curriculum is implemented. Moreover, learners must be given feedback for their tasks, and teachers must use this feedback to amend and enhance the CAPS implementation.

### **6.3.4 How do primary school teachers' understanding, and assessment of the CAPS influence their teaching practices and curriculum implementation?**

The teachers focussed on the values and types of assessment in the CAPS, namely; authentic and ongoing assessment, dimensional, unique, stable, accurate, objective, valid, fair, manageable, time-efficient (based on information from several contexts), and provide learners and teachers with an understanding of the assessment tasks. Moreover, the diagnostic, summative, and formative assessments should be implemented in the CAPS.

These results suggested that although the curriculum developers drafted the syllabus document, they do not seem to be aware of all the requirements of the new curriculum. This is a concern as curriculum developers should guide teachers on how to implement the curriculum.

Fullan (2001) has indicated that successful implementation of innovation requires knowledgeable and experienced change agents. If the curriculum developers have little knowledge about the requirements one cannot expect them to communicate the requirements effectively to teachers, which could have a serious impact on the successful implementation of the curriculum.

## **6.4 RECOMMENDATIONS**

This study's findings are important to the following stakeholders, namely; the DBE, SMTs, HoDs, and teachers, as well as for the participation of learners, resources provided by the DBE, post-training follow-up, circuit visits conducted by the DBE, and the common assessment. Consequently, these recommendations emanate from this research and may have contributed in improving the teachers' performance in the CAPS implementation. The study made the following recommendations to enhance the changes in the curriculum:

### **6.4.1 Department of Basic Education's involvement**

The researcher endorses that the DBE should monitor, assess, and visit schools to evaluate the teaching styles and assessment of the CAPS implementation. Moreover, the DBE should ensure that curriculum planners

that conduct workshops or teacher training are knowledgeable about the topic. It is further recommended that the DBE should provide adequate learning and teaching resources to assist in the implementation of the CAPS and improve primary school infrastructure such as classrooms, mini libraries, as well as provide textbooks.

Furthermore, education specialists from the provincial department must visit schools to assess teachers in the implementation of the curriculum. The DBE must provide re-skilling workshops for all primary school teachers for a week during the school holidays – this must be discussed with their affiliated unions to avoid resistance. Teachers that can attend the school vacation workshop must be reimbursed by the DBE.

#### **6.4.2 School Management Teams role**

The SMTs should allocate the duties to the teachers in accordance with their qualifications. Moreover, SMTs should provide the necessary training for the Intermediate and Senior Phase teachers – for example, they should confirm that teachers know which learners perform well and those that underperform [learners who received a grading of Qualified Progression (QP) or illiterate], and monitor the utilisation of extra classes or studies from 13h40 to 15h00.

This will aid teachers in knowing learners' competencies and aid where needed. Moreover, the SMT members should help and advice to teachers in the implementation of the curriculum. In turn, schools should offer motivation incentives in the form of certificates and tokens of appreciation to hardworking teachers.

#### **6.4.3 Role of the Head of Department**

It is further recommended that the HoDs should conduct mini-workshops or meetings at the school level and monitor the teachers' performance. In addition, the HoDs should also establish an organisation with the neighbouring schools to discuss curriculum implementation. Moreover, a monitoring and support tool must be implemented to analyse the

implementation of the curriculum. The HoDs must be comfortable with encouraging teachers to further their studies through the bursaries offered by the DBE annually. Furthermore, the HoDs should identify and assist teachers with developmental areas and the utilisation of workbooks and informal tasks.

#### **6.4.4 Teachers must improve their knowledge and skills**

The researcher recommends that teachers should avail themselves for all workshops and in-service training established by the DBE – thus, workshop attendance should be compulsory. Additionally, teachers establish networking groups with neighbouring primary schools to share experiences and advice in the implementation of the CAPS. Furthermore, teachers should know which learners are underperforming and set up meetings with the learners' parents. Teachers must be motivated to study further to improve their knowledge and skills.

#### **6.4.5 Active participation of learners**

The researcher recommends that the learners must be responsible for their work through the assistance of their parents or guardians – they should not be dependent on the teacher as teachers are there to guide them. Learners should practice what they learn in class at home to fully understand their subjects. Moreover, the researcher recommends that all learners must participate in competitions such as Mathematics and Science Olympiad, AMESA Mathematics Challenge, and Spelling Bee. The researcher further recommends that learners should receive awards as a form of motivation.

#### **6.4.6 Resources provided by the Department of Basic Education**

The researcher recommends that the DBE must provide schools and teachers with the relevant teaching and learning resource support materials for training, successful implementation of new or revised curricula, and to address some of the reports about teachers that do not have CAPS documents and lesson plans. Furthermore, as resources are essential for effective professional



development, measures should be put in place to ensure continuous supervision of how to use the approved textbooks and workbooks.

#### **6.4.7 Post-training follow-up and circuit visits**

The researcher recommends that post-training and circuit visits should be continuous as regular feedback helps teachers to improve their effectiveness. The researcher recommends that the DBE should fund all workshops and provide catering to ensure that workshops last for a minimum of five hours.

#### **6.4.8 Common assessments**

The researcher recommends that the district should set common papers to ensure curriculum coverage. It is further recommended that assessments should be conducted to motivate teachers and provide them with a frame of reference, a token of appreciation (for example, certificate of attendance for training, long service awards, cash bonus), acknowledge them, and build their self-confidence knowing that their efforts in curriculum implementation are recognised.

### **6.5 AVENUES FOR FURTHER RESEARCH**

Based on the results of the study, the researcher suggested further research to provide a more detailed study of the implementation of the CAPS at primary schools in the Vhembe District. Further studies regarding the CAPS implementation must include teacher competency in four other districts of the Limpopo Department of Education, i.e. Waterberg, Capricorn, Sekhukhune, and Mopani. Moreover, a follow-up study of this research must examine how primary school teachers are adapting to the implementation of the CAPS. As a result of the specific issues, such as empowering teachers with the knowledge of how to improve the CAPS implementation:

- ❖ Teachers, HoDs, and principals' competencies as they are working to improve the implementation of the CAPS.

- ❖ The effectiveness of district training in improving teacher competencies for the implementation of the CAPS.
- ❖ The significant role of the SMTs to assess and analyse the CAPS implementation, assessing the CAPS implementation, and funding of all workshops.
- ❖ Increasing commitment, dedication, and the critical role of the CAPS implementation by teachers.

The researcher believes that this finding may assist in adding to the knowledge in Limpopo Province, and most particularly, to teachers in the Intermediate and Senior Phase primary schools in the Vhembe District.

## **6.6 DELIMITATION OF THE STUDY**

The data was collected from the Intermediate and Senior Phase teachers at four primary schools in the Vhembe District. It's important to note that the sampled schools were public schools in the category of quintiles 1, 2, 3 and 4. The findings of the study will be shared with all the primary schools in the Vhembe District, Limpopo Province, as the schools experience the same challenges and have the same resources and workshop facilitators.

Furthermore, this study was delimited to the data collected through focus group interviews (section 4.7.2), observation (section 4.7.3) and interviews with teachers from the four sampled primary schools in the Vhembe District.

Similarly, the composition of the sampled schools for the interviews was a challenge. The researcher randomly selected the schools to participate in the interviews based on those that indicated their willingness to participate in the study. However, when the researcher contacted the teachers at the schools, some of the teachers had changed their minds and the researcher had to choose other schools and teachers – the researcher upheld the study's research ethics at all times (section 1.13 and section 4.8). As a result, the

researcher was short for time and had to complete all the interviews within a specific timeframe.

The researcher printed and emailed the questions which were drafted in English and the completed interviews were hand-delivered back to him. Some of the questions had not been answered – this may have been due to the length of the questionnaire or participants' misunderstanding of some of the questions, although the questions were written in plain language. This negatively impacted the research.

## **6.7 CONCLUDING REMARKS**

The study indicated that although the Limpopo Department of Education has a structured plan for the CAPS implementation in primary schools, there are factors that affect the success of the CAPS implementation and policy related issues. It is also worth noting that the government must advise and guide the Vhembe District on how to implement the CAPS curriculum in order to assist the teachers as it was highlighted in the study that teachers were faced with many challenges – such as time allocated to training, their understanding of the new CAPS policy, resources, “microwave” workshops, and the support they received. Therefore, it is imperative that the DoE and schoolteachers work together to design a new curriculum to ensure a successful curriculum implementation. This study also highlighted the flaws in the initiatives established by the DoE in training teachers in a new curriculum. According to the findings, the CAPS training provided by the DoE was insufficient.

The focus group interviews, observations, and interviews asserted that teachers utilised different teaching methods in the implementation of the CAPS. The study's results also revealed inadequate monitoring and evaluation of learners' activities, insufficient learning materials, and poor infrastructure at the sampled schools. Based on the results, the study's recommendations include providing relevant learning activities, good infrastructure in schools, and teacher incentives. Additionally, the workshops impacted the teachers' understanding of the curriculum principles, teaching

and planning time, and evaluation practices (the fact that some teachers were unable to implement the CAPS). The study further affirmed that teachers' capabilities and comprehension of the basic requirements of curriculum implementation were substandard – based on their teaching experience, qualifications, and age. These highlighted issues are likely to impact the successful implementation of the CAPS in the sampled primary schools.

On a positive note, some participants viewed the CAPS implementation as a mechanism that would give learners ample knowledge, competencies, and skills for life. Following this feedback, the researcher recommends that curriculum reviewers review the context in which the curriculum is to be taught before implementation starts. This may assist in addressing challenges that hinder implementation as teachers will have an opportunity to select their curriculum.

In conclusion, the researcher believes that this study was informative. The objectives of the study were achieved through the responses provided by the research participants.

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# APPENDIX A: PROOF OF REGISTRATION



1629

PHAIPHAI T MR  
P O BOX 177  
NZHELELE  
0993

STUDENT NUMBER : 3520-567-9  
ENQUIRIES TEL : 0861670411  
FAX : (012)429-4150  
eMAIL : mandd@unisa.ac.za  
2020-04-09

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION) (90019)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	EXAMINATION CENTRE(PLACE)
@ TFPCU01		PhD - Education (Curriculum Studies)	**	E		
TFPCU01		PhD - Education (Curriculum Studies)	**	E		

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

- # Your attention is drawn to University rules and regulations ([www.unisa.ac.za/register](http://www.unisa.ac.za/register)). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnline for study material and other important information.
- Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
- Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.
- # Your study material is available on [www.my.unisa.ac.za](http://www.my.unisa.ac.za), as no printed matter will be made available for the research proposal module. Study material can be accessed on the Unisa website. You must register on MyUnisa (<https://my.unisa.ac.za/portal/>) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Dr F Goolam  
Registrar

0108 0 00 0



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
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## APPENDIX B: PERMISSION LETTER FROM DISTRICT DEPARTMENT OF EDUCATION

### Appendix B: Request permission from the District Department of Education

Contact No. : 082 691 5051  
P.O. Box 177  
Email: [phaiphait@gmail.com](mailto:phaiphait@gmail.com)



Nzhelele  
0993  
.....

The Head of Department  
Limpopo Province Department of Education  
P/Bag x 9489  
Polokwane  
0700  
Dear Sir

REQUEST FOR PERMISSION TO CONDUCT PHD RESEARCH IN VHEMBE DISTRICT SCHOOLS

**TITLE: An analysis of the teachers' experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District.**

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum Studies towards a PHD degree at University of South Africa. I hereby request your permission to conduct a study entitled, **"An analysis of the teachers' experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District"**

The aim of the study is to explore the manner in which intermediate and senior phase teachers experience the execution of their tasks in the implementation of CAPS, to establish how the resources are used through in the implementation of CAPS, to determine the type of assistance by SMTs in the implementation of CAPS and to investigate how intermediate and senior phase teachers' in primary schools, understanding and assessment of CAPS influence their teaching practices of curriculum implementation.

Benefits of the study are to answer the research main question, "How do the teachers cope with the experiences of the Curriculum and Assessment Policy Statement implementation at primary schools?" and to assist Vhembe District to implement the curriculum correctly.

Potential risks are not foreseen in this study. The researcher will indicate that research will never result in physical or mental discomfort, harm or injury to the participants, this includes revealing the information that may result in embarrassment or danger to school performance and the like as well as direct negative consequences. Feedback procedure will be done with all sampled schools and the participants in this research project. All participants will have access to an electronic summary of the findings of the research. Their names will remain anonymous as reflected on ethical considerations.

The study will entail interviewing the principals, heads of departments and teachers of the selected primary schools with intermediate and senior phase in primary schools. Interview will be in a form of focus group and individual face to face interview. Focus group will be used at schools where there are more than three teachers of intermediate and senior Phase and individual face to face interview will also be used at those primary schools. The expected duration of interview is approximately 1 hour in length. Lesson observation will also be done in these classes. Data will be collected over a period of two weeks.

I also undertake to ensure that confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants' participation will remain voluntary at all times and they can withdraw from the study at any time without penalty.

Hoping for your positive response.



Yours sincerely.....

(Signature)

Principal (Mandala Primary School)

**APPENDIX C: PERMISSION LETTER FROM THE LIMPOPO PROVINCE  
HEAD OF DEPARTMENT**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF  
EDUCATION**

Ref: 2/2/2

Enq: Mabogo MG

Tel No: 015 290 9365

E-mail: [MabogoMG@edu.limpopo.gov.za](mailto:MabogoMG@edu.limpopo.gov.za)

Phaiphai T  
P.O.BOX 177  
Nzhelele  
0993

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“AN ANALYSIS OF THE TEACHERS EXPERIENCE IN CURRICULUM AND ASSESSMENT POLICY STATEMENT IMPLEMENTATION IN PRIMARY SCHOOL.”**
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
  - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
  - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: PHAIPHAI T

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700  
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

***The heartland of southern Africa - development is about people!***

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



**Ms NB Mutheiwana**  
**Head of Department**

12/9/19  
**Date**

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: PHAIPHAI T

CONFIDENTIAL

## APPENDIX D: CIRCUIT OFFICE PERMISSION LETTER REQUEST

Contact No. : 082 691 5051  
Email: [phaiphait@gmail.com](mailto:phaiphait@gmail.com)

P.O. Box 177  
Nzhelele  
0993  
.....

The Circuit Manager  
..... Circuit  
P/Bag x 717  
Nzhelele  
0993

Dear Sir / Madam

REQUEST FOR PERMISSION TO CONDUCT PHD RESEARCH IN VHEMBE DISTRICT SCHOOLS

**TITLE: An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District.**

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum Studies towards a PHD degree at University of South Africa. I hereby request your permission to conduct a study entitled, **“An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District”**

The aim of the study is to explore the manner in which intermediate and senior phase teachers experience the execution of their tasks in the implementation of CAPS, to establish how the resources are used through in the implementation of CAPS, to determine the type of assistance by SMTs in the implementation of CAPS and to investigate how intermediate and senior phase teachers` in primary schools, understanding and assessment of CAPS influence their teaching practices of curriculum implementation.

Benefits of the study are to answer the research main question, “How do the teachers cope with the experiences of the Curriculum and Assessment Policy Statement implementation at primary schools?” and to assist Vhembe District to implement the curriculum correctly.


Potential risks are not foreseen in this study. The researcher will indicate that research will never result in physical or mental discomfort, harm or injury to the participants, this includes revealing the information that may result in embarrassment or danger to school performance

and the like as well as direct negative consequences. Feedback procedure will be done with all sampled schools and the participants in this research project. All participants will have access to an electronic summary of the findings of the research. Their names will remain anonymous as reflected on ethical considerations.

The study will entail interviewing the principals, heads of departments and teachers of the selected primary schools with intermediate and senior phase in primary schools. Interview will be in a form of focus group and individual face to face interview. Focus group will be used at schools where there are more than three teachers of intermediate and senior Phase and individual face to face interview will also be used at those primary schools. The expected duration of interview is approximately 1 hour in length. Lesson observation will also be done in these classes. Data will be collected over a period of two weeks.

I also undertake to ensure that confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants' participation will remain voluntary at all times and they can withdraw from the study at any time without penalty.

Hoping for your positive response.

Yours sincerely..........

(Signature)

Principal (Mandala Primary School)

## APPENDIX E: REQUEST TO SCHOOL PRINCIPAL



Contact No. : 082 691 5051  
P.O. Box 177  
Email: [phaiphait@gmail.com](mailto:phaiphait@gmail.com)

Nzhelele  
0993

.....(School name)

P/Bag x / P.O Box

Nzhelele

0993

Dear Sir / Madam

REQUEST TO CONDUCT PHD RESEARCH IN YOUR SCHOOL

**TITLE: An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District.**

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum Studies towards a PHD degree at University of South Africa. I hereby request to conduct a study entitled, **“An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District”**

The aim of the study is to explore the manner in which intermediate and senior phase teachers experience the execution of their tasks in the implementation of CAPS, to establish how the resources are used through in the implementation of CAPS, to determine the type of assistance by SMTs in the implementation of CAPS and to investigate how intermediate and senior phase teachers` in primary schools, understanding and assessment of CAPS influence their teaching practices of curriculum implementation.

Benefits of the study are to answer the research main question, “How do the teachers cope with the experiences of the Curriculum and Assessment Policy Statement implementation at primary schools?” and to assist Vhembe District to implement the curriculum correctly.

Potential risks are not foreseen in this study. The researcher will indicate that research will never result in physical or mental discomfort, harm or injury to the participants, this includes revealing the information that may result in embarrassment or danger to school performance and the like as well as direct negative consequences. Feedback procedure will be done with all sampled schools and the participants in this research project. All participants will have access

## APPENDIX F: REQUEST TO HODS AND TEACHERS



Contact No. : 082 691 5051  
P.O. Box 177  
Email: [phaiphait@gmail.com](mailto:phaiphait@gmail.com)

Nzhelele  
0993

.....(School name)

P/Bag x / P.O Box  
Nzhelele  
0993

Dear Sir / Madam

REQUEST TO CONDUCT PHD RESEARCH IN YOUR SCHOOL

**TITLE: An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District.**

The above matter bears reference.

I, Thanyani Phaiphai, am doing research with Professor M.W. Lumadi, a professor in the Department of Curriculum Studies towards a PHD degree at University of South Africa. I hereby request to conduct a study entitled, **“An analysis of the teachers` experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools (INTERMEDIATE AND SENIOR PHASE): Vhembe District”**

The aim of the study is to explore the manner in which intermediate and senior phase teachers experience the execution of their tasks in the implementation of CAPS, to establish how the resources are used through in the implementation of CAPS, to determine the type of assistance by SMTs in the implementation of CAPS and to investigate how intermediate and senior phase teachers` in primary schools, understanding and assessment of CAPS influence their teaching practices of curriculum implementation.

Benefits of the study are to answer the research main question, “How do the teachers cope with the experiences of the Curriculum and Assessment Policy Statement implementation at primary schools?” and to assist Vhembe District to implement the curriculum correctly.

Potential risks are not foreseen in this study. The researcher will indicate that research will never result in physical or mental discomfort, harm or injury to the participants, this includes revealing the information that may result in embarrassment or danger to school performance and the like as well as direct negative consequences. Feedback procedure will be done with all sampled schools and the participants in this research project. All participants will have access




to an electronic summary of the findings of the research. Their names will remain anonymous as reflected on ethical considerations.

The study will entail interviewing heads of departments and teachers of the selected primary schools with intermediate and senior phase in primary schools. Interview will be in a form of focus group and individual face to face interview. Focus group will be used at schools where there are more than three teachers of intermediate and senior Phase and individual face to face interview will also be used at those primary schools. The expected duration of interview is approximately 1 hour in length. Lesson observation will also be done in these classes. Data will be collected over a period of two weeks.

I also undertake to ensure that confidentiality and anonymity during the study will be maintained and that data obtained will be kept in a safe place upon completion of the study. Participants' participation will remain voluntary at all times and they can withdraw from the study at any time without penalty.

Hoping for your positive response.

Yours sincerely..........  
(Signature)

Principal (Mandala Primary School)

## APPENDIX G: FOCUS GROUP INTERVIEW QUESTIONS

### SECTION A: BIOGRAPHICAL INFORMATION OF PARTICIPANTS



1. GENDER (indicate with an "X")

	Male	Female
Participant A		
Participant B		
Participant C		

2. AGE (in years)

	20 – 29	30 - 39	40 – 49	50 and above
Participant A				
Participant B				
Participant C				

3. POSITION HELD IN SCHOOL

	GRADE 4	GRADE 5	GRADE 6	GRADE 7
Participant A				
Participant B				
Participant C				

4. QUALIFICATIONS

	PROFESSIONAL	ACADEMIC
Participant A		
Participant B		
Participant C		

5. TEACHING EXPERIENCE

	Total years in teaching	Experience in Intermediate Phase	Experience in Senior Phase (Grade 7)
Participant A			
Participant B			
Participant C			

6. GRADES COMBINED

--	--

Participant A	
Participant B	
Participant C	

SECTION B: INTERVIEW QUESTIONS ON THE CHALLENGES EXPERIENCED BY TEACHERS IN IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE INTERSEN PHASE.

1. What is your understanding of the concept “curriculum”?
2. What challenges did your school encounter to introduce CAPS?
3. Can you briefly explain how you group your learners in your classrooms?
4. How do you plan your lessons?
5. Which teaching methods do you use in your classrooms?
6. Which learning materials or resources do you use?
7. Can you please explain how you assess learner in your classrooms?
8. What challenges do you experience in Curriculum and Assessment Policy Statement?
9. Did you attend workshops for Curriculum and Assessment Policy Statement?
10. How often are you supported by curriculum advisors?
11. How effective is Curriculum and Assessment Policy Statement in teaching learners?
12. What is your general feeling towards Curriculum and Assessment Policy Statement?
13. What do you think should be done to ensure the effectiveness of teaching and learning?

## APPENDIX H: INTERVIEW QUESTIONS (TEACHERS, HODS AND PRINCIPALS)

### SECTION A: BIOGRAPHICAL INFORMATION

#### 1. GENDER (indicate with an "X")

Male	
Female	

#### 2. AGE (in years) indicate with "X"

20 – 29	
30 – 39	
40 – 49	
50 and above	

#### 3. POSITION HELD IN SCHOOL

#### 4. QUALIFICATIONS

Professional		
Academic		

#### 5. TEACHING EXPERIENCE

Total years of teaching	
Intermediate Phase teaching	
Senior Phase teaching (Grade 7)	

#### 6. GRADES COMBINED (if any)

### SECTION B: INTERVIEW QUESTIONS ON THE CHALLENGES EXPERIENCED BY **TEACHERS** IN IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE INTERMEDIATE AND SENIOR PHASE.

1. What is your understanding of the concept curriculum?
2. What challenges did your school encounter to introduce CAPS?
3. Can you briefly explain how you group your learners in your classrooms?
4. How do you plan your lessons?

5. Which teaching methods do you use in your classrooms?
6. Which learning materials or resources do you use?
7. Can you please explain how you assess learner in your classrooms?
8. What challenges do you experience in Curriculum and Assessment Policy Statement?
9. Did you attend workshops for Curriculum and Assessment Policy Statement?
10. How often are you supported by curriculum advisors in this Phase?
11. How effective is Curriculum and Assessment Policy Statement in teaching learners?
12. What is your general feeling towards Curriculum and Assessment Policy Statement?
13. What do you think should be done to ensure the effectiveness of teaching and learning in this Phase?

SECTION C: INTERVIEW QUESTIONS FOR **HEAD OF DEPARTMENT** ON THE CHALLENGES EXPERIENCED IN IMPLEMENTATION OF CURRICULUM AND ASSESSMENT POLICY STATEMENT.

1. How did you support the introduction of Curriculum and Assessment Policy Statement?
2. How is the school management team support the curriculum?
3. Do you have senior teachers in the school to help with the curriculum management?
4. What kind of support do you provide to teachers in the Phase?
5. What challenges do you experience as a head of department in a school?
6. What do you think should be done to ensure the effectiveness of teaching and learning?

SECTION D: INTERVIEW QUESTIONS FOR **SCHOOL PRINCIPALS** ON THE CHALLENGES EXPERIENCED BY TEACHERS IN IMPLEMENTATION OF

## CURRICULUM AND ASSESSMENT POLICY STATEMENT IN THE INTERMEDIATE AND SENIOR PHASE.

- 1.How did you support the introduction of Curriculum and Assessment Policy Statement?
- 2.How is the school management team support the curriculum?
- 3.Do you have senior teachers in the school to help with the curriculum management?
- 4.What kind of support do you provide to teachers in the Phase?
- 5.What challenges do you experience as a head of department in a school?
- 6.What do you think should be done to ensure the effectiveness of teaching and learning?

## APPENDIX I: LESSON OBSERVATION LIST



### 1. GENERAL INFORMATION

- 1.1. School:.....
- 1.2. Grade/s:.....
- 1.3. Subject :.....
- 1.4. Date:.....
- 1.5. Duration of lesson:.....

### 2. CLASSROOM ENVIRONMENT

- 2.1. Number of learners per grade :.....
- 2.2. Sitting arrangement :.....
- 2.3. Availability of resources: .....
- 2.4. Grade - text books available: .....

### 3. CLASSROOM INTERACTION

- 3.1. How is the educator / learner interaction?

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

- 3.2. Is the teacher able to involve learners in both grades in the lesson?

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

- 3.3. Which teaching strategies does the educator use?.....

.....  
.....

- 3.4. How are learners assessed?.....

.....  
.....

3.5. Does the educator teach according to the lesson  
plan?.....  
.....  
.....

3.6. How is learner` discipline maintained in the classroom?  
.....  
.....  
.....  
.....



## APPENDIX J: ETHICAL CLEARANCE LETTER



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/07/24

Ref: **2019/07/24/35205679/10/MC**

Dear Mr Phaiphai

Name: Mr T Phaiphai

Student No.: 35205679

**Decision:** Ethics Approval from  
2019/07/24 to 2024/07/24

**Researcher(s):** Name: Mr T Phaiphai  
E-mail address: 35205679@mylife.unisa.ac.za  
Telephone: +27 82 691 5051

**Supervisor(s):** Name: Prof MW Lumadi  
E-mail address: Lumadmw@unisa.ac.za  
Telephone: +27 83 736 2231

**Title of research:**

**An analysis of the teachers' experiences in Curriculum and Assessment Policy Statement Implementation in Primary Schools**

**Qualification:** D. Ed in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/07/24 to 2024/07/24.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/07/24 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



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PO Box 392 UNISA 0003 South Africa  
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3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/07/24**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2019/07/24/35205679/10/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
motlhat@unisa.ac.za



**Prof PM Sebate**  
**ACTING EXECUTIVE DEAN**  
Sebatpm@unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
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*Note:*

*The reference number **2019/07/24/35205679/10/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



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