CHALLENGES FACING EDUCATORS IN THE MAN'OMBE CIRCUIT IN THE IMPLEMENTATION OF THE NEW CURRICULUM, MOPANI DISTRICT, LIMPOPO PROVINCE

by

BALOYI, HLAMALANI RACHEL

(Student Number: 11543330)

A mini-dissertation submitted in partial fulfilment of the requirements for the degree

MASTER OF PUBLIC MANAGEMENT

in the

SCHOOL OF MANAGEMENT SCIENCES

OLIVER TAMBO INSTITUTE OF GOVERNANCE AND POLICY STUDIES

at the

UNIVERSITY OF VENḒA

SUPERVISOR: **PROF NW NKUNA**

CO-SUPERVISOR : DR E MAHOLE

2020

DECLARATION

I, **HLAMALANI RACHEL BALOYI**, declare that the mini-dissertation hereby submitted by me to the University of Venḓa for the degree of Master of Public Management has not been previously submitted by me for a degree at this university or any other university, and that it is my own work in design and execution, and that all material contained therein has been duly acknowledged.

Signed: _____ **Date:** 29 October 2021

DEDICATION

This study is dedicated to my late parents, Daniel Risimati and Ngwakwana Constance Baloyi, who afforded me all the wisdom to conduct myself in an acceptable manner. May their souls rest in peace.

ACKNOWLEDGEMENTS

I would like to register a word of gratitude and appreciation to the following important people and organisations for their contributions, which enabled me to undertake and complete this study:

- The Baloyi family, for giving me the courage to continue, even in difficult times.
- My supervisor, Prof. NW Nkuna, for his professional guidance, assistance, motivation, patience and supervision. I also thank him for his trust in me. His tolerance gave me valour to persevere throughout my studies. The positive criticism shaped my way and guided my thinking. Without him, I would not have completed this mini-dissertation. Prof. NW Nkuna, he is my inspiration.
- My co-supervisor, Dr E Mahole, for his assistance;
- My children, Senzeni and Refilwe; their presence by my side meant a lot to me, especially Refilwe, whom I spent so much time with. She tolerated loneliness when I was busy doing my work.
- I would also like to thank the Department of Education in Limpopo for allowing me to conduct the research in Man'ombe Circuit primary schools.
- The administration staff of the University of Venda, for all their support throughout my studies.
- All educators and principals in Man'ombe Circuit, who participated in the study. This study was possible because of their unselfishness.
- Above all, I thank God, my creator and provider, for conferring on me the wisdom and strength to undertake this study.

ABSTRACT

The introduction of a new curriculum in 1997 heralded a period of change in schooling that had a tremendous impact on what is expected of South African educators in the classroom. The National Department of Education expects every teacher to implement the new curriculum in their classroom. The new curriculum advocates the use of constructivist teaching methods to ensure a more learner-centred classroom. The current problem, however, is that it is very difficult for educators to adopt and adapt to these new policy regulations and then implement them successfully in their classroom. The introduction of these new initiatives requires new knowledge, skills, attitudes and values from educators; even those who are skilled are required to update and expand their existing skills, knowledge, attitudes and values.

The researcher used a mixed-methods (quantitative and qualitative) approach to investigate the challenges faced by educators in implementing the new curriculum. The poor performance of learners in many schools within the Man'ombe Circuit motivated the researcher to conduct this study. For example, many learners are unable to read and write at their age and grade levels. Educators were selected purposefully from ten primary schools in Man'ombe Circuit of Mopani District in the Limpopo Province to participate in the study. A structured questionnaire was administered to the respondents in order to explore their challenges in implementing the new curriculum.

The findings of the study revealed that educators are experiencing serious challenges in the implementation of the new curriculum. Some of these challenges are that educators are not able to master their learning areas, develop learning programmes, plan and design teaching and learning activities, and apply new teaching and assessment methods. The situation is worsened by the inability of the heads of department and principals to guide and support educators. All these result in the poor performance of learners.

Finally, the researcher gave general recommendations to improve the implementation of the new curriculum. The Department of Education should capacitate educators fully in order to positively influence new educational changes. More books should be brought to schools in time, and regular workshops should be conducted to capacitate educators.

TABLE OF CONTENTS

CHAPTER ONE
ORIENTATION TO THE STUDY

CHAPTER TWO

LITERATURE REVIEW: A THEORETICAL OVERVIEW

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

TABLES

FIGURES

APPENDICES

CHAPTER ONE ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Since the advent of democracy in 1994, improvements in the quality of basic education have been identified as a top priority of the South African Government on which the Department of Basic Education has to deliver (Department of Education, 2012). The government of the Republic of South Africa was faced with the challenge of developing a curriculum that is relevant to the cultural diversity of the new era. Consequently, South Africa has witnessed significant changes in educational legislation and policies aimed at improving the quality of education. One of the policies that emerged is the curriculum policy. In 1997, the first curriculum ("Curriculum 2005") of a democratic South Africa, based on Outcomes-Based Education (OBE) was introduced (Lemmer & Van Wyk, 2010:152). In 2000, due to certain limitations and weaknesses of the curriculum, it was reviewed and replaced by the "National Curriculum Statement" (NCS). The NCS was later reviewed to form the "Curriculum and Assessment Policy Statement".

According to the Department of Education (2008), after several years implementing the new curriculum, major challenges emerged in the South African education system; for example, the literacy levels of South African learners declined. Educators who went through the educational transition following the democratisation of the Republic of South Africa noticed a steady decline in reading and writing standards of primary school learners (Department of Education, 2008). This was a massive blow to policymakers and educators because literacy is a fundamental academic skill, important in its own right and essential for success in all other academic areas. Most educators, therefore, believed that the decline in primary school learners' reading and writing capabilities could be ascribed to the dramatic changes in teaching methods as a result of the implementation of the OBE approach. In an attempt to solve this literacy problem, the Department of Education thus introduced a series of policies as intervention strategies. These included the Ithuteng Ready to Learn Campaign in 1996, the African National Literacy Initiative in 1999, Masifunde Sonke Campaign in 2000, The Foundations for Learning Campaign and the National Reading Strategy in 2008 (Department of Education, 2012).

It was within this context that the Annual National Assessment (ANA) was developed as a critical measure for monitoring the progress in learners' achievement (Department of

Education, 2012:02). The Department of Education believed that the ANA would contribute to improving literacy and the general quality of education by exposing educators to best practices in assessment. However, the ANA results of 2011/2012 revealed that South African learners were still struggling in terms of literacy skills (Department of Education, 2012). It was therefore evident that the intervention strategies and policies aimed at improving literacy levels were ineffective.

Another challenge was the emergence of poor matriculation results. The performance of schools in South Africa is measured in terms of Grade 12 examination results, which reveal much about the health of the schooling system in South Africa. Since 1994, matriculation results in South Africa have not been impressive, and the results worsened after the implementation of the new curriculum (Department of Education, 2012). It was therefore necessary to intervene in the cycle of poor results, and the Learning Attainment Strategy was introduced as a means of supporting schools to improve their performance. The Limpopo Department of Education also spent resources on human capital and curriculum reform, yet it was noted that there was no significant improvement in academic performance (Department of Education, 2012).

Consequently, parents, religious, political and other education stakeholders were concerned about the poor matric results. According to the Department of Education (2012), after the release of the results, meetings are convened in various places throughout the country to debate and interpret the results. These meetings are convened to address the problem of the poor matric performance, but are often characterised by finger-pointing, where educators argue that learners are not committed to their work. Principals, conversely, are of the view that they have been given too many responsibilities while their power has been drastically reduced. Parents blame the educators and sometimes even the banning of corporal punishment. Duke, Pearson, Strachan and Billman (2011:303) remarked that when we run a fever, we suspect that something is wrong with our bodies, namely a bacterial infection, and the elevated temperature is a symptom of a deeper problem which can cause more problems if left untreated. It is thus critical that the implementation of the new curriculum is investigated in order to improve learners' performance.

Indeed, the decline in the Grade 12 results in South African schools is a cause for concern because, if ignored, more problems can emanate. An investigation must be conducted to

suggest solutions to halt the decline in the pass rate in these schools. This view is supported by Duke, et al. (2011:303), who emphasised that "failing to nip student achievement problems in the bud can set into motion a dangerous downward spiral in which every downturn triggers new problems and accelerates the schools' rate of decline". However, due to the complexity of the problem of school decline as it relates to the pass rate, it is impossible to investigate all possible causes. Consequently, the focus of this study was to investigate the challenges experienced in implementing curriculum change in Man'ombe Circuit of Mopani District of Limpopo Province.

1.2   PROBLEM STATEMENT

The purpose of this study was to investigate challenges in the implementation of the new curriculum in the Mopani District, Limpopo Province, caused by ever-changing curriculum systems in South Africa. OBE was introduced in South Africa in the late 1990s by the postapartheid government as part of its Curriculum 2005 programme. Initial support for the programme derived from anti-apartheid education policies. The policy also gained support from the labour movements that borrowed ideas about competency-based education, and vocational education from New Zealand and Australia, as well as the labour movement that critiqued the apartheid education system (Classen, 1998:34). By 2006, no proposals to change the system had been accepted by the government, causing a hiatus of the programme. The programme came to be viewed as a failure, and a new curriculum improvement process was announced in 2010, slated to be implemented between 2012 and 2014.

The findings by the Department of Education from 2008 to 2013 revealed that the reading competency of South African learners was much lower than the set milestones with regard to particular age groups (Department of Education, 2011:05). The results showed that only 14% of learners met the required milestones in language competency, 33% were just meeting the requirement slightly below the norm, while 63% were far below the expected standard set for their age group. These findings supported the SACMEQ's (Makuwa, 2011) view that primary school learners lag their peers in reading competencies, a core requirement for educational success.

1.3   AIM OF THE STUDY

The aim of the study was to investigate the challenges experienced in the implementation of the new curriculum in primary schools in the Man'ombe Circuit of Mopani District in the Limpopo Province in order to determine the pass rate level and the working conditions for educators.

1.4   SPECIFIC OBJECTIVES

(a) To investigate the challenges educators experienced in the implementation of the new curriculum in the Man'ombe Circuit primary schools.
(b) To establish the role of school management teams in the implementation of the new curriculum.
(c) To determine the strategies that can be harnessed to elucidate issues of curriculum change.

1.5   RESEARCH QUESTIONS

(a) What are the challenges facing educators in the implementation of the new curriculum in the Man'ombe Circuit primary schools?
(b) What is the role of the school management teams in the implementation of the new curriculum?
(c) What strategies can be harnessed to elucidate issues of curriculum change?

1.6   SIGNIFICANCE OF THE STUDY

The findings of this study will have important implications for curriculum implementers, instructional leaders, learners, educators and the Department of Education. The findings and recommendations of this study will assist instructional leaders to improve educators' professional development in the new curriculum. This will be possible because the findings of this study will help to explain what activities and implementation methods could be used to improve educators' performance. This research also has practical value because it was initiated to address real and existing difficulties that educators experience in curriculum implementation.

The literature review and empirical findings and recommendations of this study will assist educators to effectively cope with the constant change of the curriculum in South Africa. The researcher was motivated by an urgent need to contribute to the improvement of learners' performance in the primary schools in Manómbe Circuit. With improved instruction, learners will develop a positive attitude towards their work, which will, in turn, create a sense of efficacy and confidence in their ability to do well in school. Once students are confident in their ability to learn, they become more occupied and learn more effectively.

The findings of the study also have the potential to help national and provincial officials who are responsible for curriculum development to make informed decisions on the implementation of the new curriculum in South Africa.

1.7   LIMITATIONS OF THE STUDY

When this study was conceived, the researcher became aware of several limitations in its design. The following were identified as limitations of the study:

- Most experienced educators who mastered the education system in place tendered their resignation with the department due to the constraints they encountered.
- Financial constraints were a limitation in the sense that the researcher had to use her own funds to conduct the project. The distance travelled to collect data at some of the schools was significant, and the researcher had to make arrangements with the participants to meet in a common location. It is the researcher's view that this limitation has, to a certain extent, decreased the generalisability of the research findings. With funding, this study could have been extended to the other districts.
- Mopani District consists of 24 circuits. It would have been ideal if the study was extended to more circuits. The researcher had to minimise the use of expensive resources to minimise her personal financial losses. As a result, the researcher requested for a central venue to conduct several sessions of the research to reduce some transport and related costs.

Notwithstanding these limitations, the researcher believes that the findings of this study will contribute to enhancing the performance of learners in the primary schools under investigation and all Mopani District schools.

1.8   DELIMITATION OF THE STUDY

The research area of this study was Manómbe Circuit, located at the Mopani District of Limpopo Province. Curriculum advisors of the sampled circuit, educators, heads of departments (HODs), deputy principals, principals, and school governing body (SGB) chairpersons were selected from each of the sampled schools in order to investigate how they were affected by the constant changes of the curriculum. This study only focused on the implementation of the new curriculum in primary schools, and only principals, deputy principals, HODs, educators, and SGB chairpersons of selected schools participated in the study.

1.9   DEFINITION OF CONCEPTS

This section contextually defines the main terms or concepts used in this research.

1.9.1   Curriculum

The term 'curriculum' is derived from a Latin word "currere", which means "to run", and for the purpose of this study, the term 'curriculum' denotes a course of study (Billings & Halstead, 2012:78).

1.9.2   Outcomes-based education (OBE)

For this study, outcomes-based education (OBE), as coined by Towers (1998:67), refers to "Education that is outcomes-based, learner-centred, results-orientated as well as the system which is founded on the belief that all individuals can learn". Hence, in this system, the following is considered:

(i)   What is to be learnt is clearly defined;

(ii) Learners' progress is based on demonstrated achievement;

(iii) Multiple instructional and assessment strategies are available to meet the needs of the learners; and

(iv) Time and assistance are provided for each learner to reach their maximum potential.

1.9.3   Learning outcomes

Mdutshane (2007) postulates that learning outcomes signify descriptions of what learners should know, demonstrate, understand and be able to do on completion of a learning process. He further explains that learning outcomes are defined in terms of knowledge, skills and competence:

- **Knowledge** means the body or range of facts, concepts, information, principles, theories and practices that are related to a field of work or study. It is described as theoretical and/or factual knowledge.
- **Skills** mean the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are also described as the ability to do things well.
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations, and in professional and personal development. It is described in terms of responsibility and autonomy (Department of Education, 2004:29).

1.9.4   Assessment standards

Assessment standards describe the level at which learners should demonstrate their achievement of the learning outcomes and the ways in which to demonstrate their achievement (Department of Education, 2004). The difference between learning outcomes and assessment standards is that learning outcomes describe what learners should know and can do, while assessment standards describe the minimum level, depth and breadth of what is to be learnt.

1.9.5 Educator

An educator is a person whose work involves educating others at all levels of education, in any type of education or training contact, including formal and informal; for example, a teacher, lecturer, parent or youth counsellor (Department of Education, 1997:vi). According to the National Education Policy Act (No 27 of 1998), an 'educator' refers to any person who teaches, educates or trains other persons at any institution, or assists in rendering educational services, or education auxiliary, or support services provided by or in an education department.

1.9.6 Norms and standards for educators

The norms and standards for teachers were promulgated in terms of the National Education Policy Act of 1996. These spell out the official expectations with regard to the roles of teachers vis-à-vis the new curriculum (Education Labour Relations Council, 1999). The policy is designated to guide educators' ongoing education and training, including pre-service and in-service education and training. The policy describes educators' roles, their associated set of applied competencies (norms), and qualifications (standards). According to Shalem and Slonimsky (2002:06), the norms and standards are intended to articulate and enhance educators' development and provide the state with regulatory mechanisms as part of a 'total' strategy for educators' development and accountability.

1.9.7 Instructional leadership

In the context of this study, instructional leadership denotes that the principal encourages educational achievement in literacy by making instructional quality the top priority of the school, and does everything possible to realise that vision. Hallinger (2003:332, 345) pointed out that principals who share leadership responsibility with others are less subject to burnout than principal heroes who attempt the challenges and complexities of leadership alone. However, Brewer (2001:58) outlined the focus of instructional leadership as focusing on instructing and building a family of learners; making collaborative decisions; creating sustainable foundations; leveraging time; supporting ongoing professional development for all staff; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry, and continuous improvement.

This indicates that the role of instructional leadership has evolved from an individual responsibility, to a school-based responsibility. It also shows that the principal's leadership remains vital as the facilitator of the instructional leadership in the school, which is connected to the purpose of instructional leadership.

1.10 RESEARCH FRAMEWORK

This research comprises five chapters, which are arranged as follows:

Chapter One: General orientation

This chapter focuses on the outline of the background to the problem, the problem statement, research questions, aims and objectives, the significance of the investigation, definition of concepts, limitations and delimitations of the study.

Chapter Two: Literature review

This chapter offers a review of the literature and the theoretical and conceptual background of the investigation. Primary and secondary sources in relation to the topic are used. The literature review concentrates on a broad review of relevant writings, such as the latest articles, journals, and major books on the subject, as well as monographs and dissertations published nationally and internationally.

Chapter Three: Research design and methodology

This chapter focuses on the research design. The methods of investigation, including specific procedures, the research population and sampling, instrumentation and data collection are outlined and described.

Chapter Four: Data presentation, interpretation and analysis

This chapter concentrates on data analysis and the interpretation of the findings. In this chapter, the respondents' responses are presented, interpreted and analysed. The statistical package social sciences (SPSS) method is used to analyse the data.

Chapter Five: Findings, conclusion and recommendations

This chapter serves as a synthesis of the entire investigation and comprises a summary of each chapter, conclusions and recommendations.

1.11   CONCLUSION

This chapter focused on the outline of the study regarding the challenges educators face in the implementation of the new curriculum in the Man'ombe Circuit of Mopani District in the Limpopo Province. It further alluded to how the study was conducted and the people who were involved. In the next chapter, the literature review is presented.

CHAPTER TWO
LITERATURE REVIEW: A THEORETICAL OVERVIEW

2.1   INTRODUCTION

This chapter presents an overview of the literature reviewed on the challenges experienced in implementing curriculum change in Man'ombe Circuit of Mopani District in the Limpopo Province. The objective of this literature review was to shed light on the factors that contribute to these challenges as researched within South Africa. This chapter, among others, focuses on the definition of the curriculum, the perspectives of the curriculum, approaches to implementing curriculum change, the role of the educator as a curriculum worker, and educators and resistance to curriculum change.

2.2   CONCEPTUAL FRAMEWORK

The concept 'curriculum' has been given a variety of definitions depending on whether it is viewed as a plan, an educational programme or learning experience (Billings & Halstead, 2012:78). The term 'curriculum' is derived from a Latin word "currere", which means "to run", and the concept has been taking place in stages or phases; over the years, it has been interpreted to mean "course of study" (Billings & Halstead, 2012:78).

Tanner and Tanner (2002:24) hold the view that a curriculum means a planned instructional programme designed to help learners develop and extend individual capability. Grundy (1987:33) regards the curriculum as a cultural, social construction. Marsh and Stafford (1984:2), Ross (2000:8), Duminy and Songhe (1980:04) are among the many authorities on the subject who developed the definition of curriculum as "a course of study" and "what is to be learned". The definition of the term 'curriculum' depends on five perspectives of the curriculum, as discussed next.

2.2.1   The content-based perspective of the curriculum

According to the content-based perspective, a curriculum is a pre-planned entity that consists of a collection of courses, subjects or subject disciplines. In other words, this perspective views the curriculum as a written description of the content that educators must use to teach learners. Content, in this case, refers to facts and generalisations found in a subject, as well as related skills and attitudes that should be acquired by learners.

2.2.2   The curriculum as a product perspective

Curriculum, as a product, is essentially viewed as a set of documents for implementation. In other words, curriculum is what happens in the classroom and what people do to prepare and evaluate learning (Ellis, 1990). This perspective is based on the curriculum model and is also called the technical or objective approach to the curriculum (Hoadley & Jansen, 2002:61). Tyler (2000:1) indicates that the content to be taught to learners is secondary to the intended results of learning, as stated in the form of learning outcomes. There is a rational and neutral process that designers and implementers can follow.

Desimore (2002:51) postulates the educator as the transmitter of the knowledge and skills as laid down in the curriculum. The knowledge and skills which are required are selected through research processes conducted by experts before teaching begins. The curriculum then translates into specific objectives and how they could be achieved. Learning outcomes are based on the knowledge of a learner, their understanding, and the ability to perform tasks on completion of a learning cycle.

Learning outcomes are described in terms of knowledge, skills and the quality or extent of being competent. Knowledge means the information used as evidence, foundations, theories, and methods related to a field of work or study. Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. Competence is the proven ability to use knowledge, expertise, and exist as a self-aware entity. It includes systems used in work or study situations, and in professional and personal development.

2.2.3   The curriculum as a process perspective

According to this perspective, curriculum is a set of planned learning experiences intended to contribute to learning (Hoadley, 2009:172). This view considers anything which the learner encounters at school and outside the school as being part of the curriculum.

2.2.4   The curriculum as praxis

According to this view, curriculum is seen in terms of interactions in the educational setting (Hsu, 2008:4). These interactions occur between the learners and among the learners and educators with the intention of making learning possible. This perspective views all other aspects of the curriculum, such as lesson plans and learning programmes, as adjuncts to educator–learner and learner–learner interactions. Therefore, the curriculum is what actually happens in the interactions between educator and learner, and between learners, and not the written plans and learning programmes.

2.2.5   The curriculum as a conceptual and cultural dimension

A conceptual perspective has to do with the provision of boundaries within facts, concepts, theories and propositions from theoretical sources that interact with clarity, coherence and consistency. The cultural framework is a term used in social science to explain traditions, value systems, myths and symbols that are common in a given society. According to Spady (2003:01), this perspective has a cultural and conceptual dimension. The conceptual dimension refers to a plan according to which education should be rendered. This plan consists of pre-specified content, outcomes and learning opportunities which are presented to the learners (Malan, 2000:22). The cultural dimension refers to the learning experiences of learners as a result of the implementation of the educational plan in practice. Curriculum development based on this perspective consists of an educational plan in which the outcomes, subject matter, planned learning opportunities and assessment criteria are outlined. In our context, curriculum refers to an educational journey or race that learners embark on in order to achieve some educational goals.

13

2.3 A BRIEF OVERVIEW ON THE IMPLEMENTATION OF THE NEW CURRICULUM IN MAN'OMBE

During the apartheid years, the education system and curriculum in South Africa perpetuated inequalities in society. At the time, the education system was segregated and unequal (Mungazi, 1991:1). According to Hoadley (2009:172), Black schools and those in the working-class areas tended to offer more technical and vocational subjects, such as metalwork and typing, and these were offered at a very low level. Mungazi (1991:2) further states that while White schooling was free, compulsory and expanding, Black education was sorely neglected. Underfunding and an urban influx led to gravely insufficient schooling facilities, teachers and educational materials, as well as student absenteeism or nonenrolment.

Kewley (1998:88) states that, on the contrary, well-resourced technical and vocational schools for White children were established. White schools offered science and mathematics, while Black schools were often forced into practical streams. Black students were persuaded to do subjects at a lower grade, while White children were in more academic streams and took subjects on the higher grade. Many Black children dropped out of school without matriculating and were destined for low-paying jobs. In addition, during apartheid, children received different versions of the curriculum, depending on their ideology and the value systems of their school (Hoadley, 2009:172). For example, White Afrikaans schools had a specific curriculum informed by Calvinistic religious ideology.

The education transformation in South Africa in the early 1990s came to overhaul the old apartheid education system. After attaining democracy in 1994, the government implemented a new curriculum based on OBE in order to address the challenges of the previous dispensation (Msila, 2007:2). OBE is currently favoured internationally to promote educational renewal and has been implemented in countries such as Canada, the United States and New Zealand (Malan, 2000:22). Spady (2003:01) defines OBE as a comprehensive approach to organising and operating an education system that is focused on and defined by the successful demonstrations of learning sought from each student.

Outcomes are clear learning results that students should demonstrate at the end of significant learning experiences, and are actions and performances that embody and reflect learners'

competence in using content, information, ideas, and tools (Spady, 2003:02). OBE has reconceptualised the role of the educator and the learner.

2.4   THE ROLE OF EDUCATOR AS CURRICULUM WORKER

In the new curriculum, based on OBE, there is a new role for the educator, namely that of curriculum worker and educator (Ornstein & Hunkins, 2004:23). A curriculum worker is a general term that is used to include various educators involved in some form of curriculum development, implementation and evaluation. The term 'curriculum worker' includes an educator as a teacher, curriculum supervisor, curriculum leader, curriculum coordinator and curriculum specialist (Ornstein & Hunkins, 2004:23).

An educator is a member of the curriculum team and works with supervisors and administrators as part of the team. In this curriculum team, the educator is responsible for:

- Developing methods and tools to carry out curriculum planning in the school; blending theory building with practice; obtaining curriculum knowledge; and applying it in the classroom and school.
- Agreeing on what is involved in curriculum development and design, including the relationships that exist among the elements of curriculum; acting as a change agent who considers schools in context with society; and balancing the demands and views of local communities with those of the state and national goals and interests.
- Creating a mission statement to provide direction and focused behaviour in the school and being open to new curriculum trends; and cooperating with various parental and community groups and professional bodies.
- Developing a programme for continuous curriculum development, implementation and evaluation, and balancing and integrating subject areas and grade levels into the total curriculum (Hallinger, 2003).

The educator has a significant role to play with regard to the curriculum. Their primary curriculum role is the development, implementation and evaluation of the curriculum (Hallinger, 2003:103). Specific duties related to the curriculum include working in subject committees, initiating and reviewing proposals, gathering data, conducting research, making

contact with parents, creating and writing curriculum materials, and obtaining feedback from learners. The educator is also responsible for serving as a resource and agent, and implementing the curriculum in the classroom. They are the only curriculum worker who is also the final implementer of the curriculum in the classroom.

The new curriculum, namely CAPS, also outlines the major responsibilities of the educator. According to the NCS, the educator is a facilitator in the teaching and learning situation, instead of being a source of information, transferring content to learners. The NCS emphasises that learners actively construct their own learning and the focus shifts from teaching to learning. This approach is called the learner-centred approach.

Educators act as facilitators who help learners to organise their learning activities (Department of Education, 2002). Learner-centred learning allows learners to actively participate in discovering learning processes from an autonomous viewpoint. Students spend the entire class time constructing a new understanding of the material being learnt in a proactive way. According to Carl (2009:201), the educator is a co-determiner of the broad community's philosophy of life and is responsible for taking note of the educational legislation and carrying it out. The educator is responsible for implementing the rules and regulations with regard to schools' phased planning as prescribed by the education authorities, implementing the syllabus, lodging of proposals and suggestions for amendments, and writing of school textbooks or curriculum-related materials and learning programme development.

The current outcomes-based curriculum also advocates the multiple roles of a teacher. According to the Norms and Standards for Educators Policy Act No 82 (Department of Education, 2000), as a facilitator, a teacher plays the following multiple roles:

- **A teacher is a learning mediator:** The educator will mediate learning in a way that is sensitive to the diverse needs of learners, including those with barriers to learning, and construct learning environments that are appropriately contextualised and inspirational.
- **A teacher is an interpreter and designer of learning programmes and materials:** The educator must be able to understand and interpret learning programmes, design original learning programmes, identify the requirements for a specific context, and select and prepare suitable resources for learning.

- **A teacher is a leader, administrator and manager:** The educator must be able to make appropriate decisions according to the learners' level and perform class administrative duties.

- **A teacher is a scholar, researcher and lifelong learner:** The educator must be able to achieve ongoing personal, academic, occupational and professional growth through pursuing reflective practice and research in the learning area and other fields. The educator must have an understanding and current thinking about technology, numerical and media literacy, with particular reference to a diverse and developing country like South Africa.

- **Community, citizenship and pastoral care:** The educator must practice and promote a critical, committed and ethical attitude towards others. Furthermore, the educator must help learners to develop life skills, work skills, a critical ethical and committed political attitude, and a healthy lifestyle.

- **A teacher as an assessor:** The educator must design and manage assessments in accordance with the level and purpose of learning. They must have an understanding of the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed.

- **Learning area/subject/discipline/phase specialist:** The educator must be able to develop and possess a thorough knowledge, skills, values, principles, methods, approaches and procedures relevant to the subject they are teaching.

As an educator and curriculum worker, the educator has several other roles to perform at school. According to Ornstein and Hunkins (2004:315), it is the teacher (supervisor or administrator) who has the best chance of taking the curriculum out of the realm of theory or judgement and translating it into practice and utility. The educator consequently plays a significant role in planning, implementing and evaluating the curriculum.

2.5   APPROACHES TO CURRICULUM CHANGE

There are various approaches to curriculum change; for example, the adoptive approach, adaptive approach, and systemic approach. Each of these approaches is discussed next.

17

2.5.1 Adoptive curriculum change approach

This approach focuses on the adoption or implementation phase. The adoptive curriculum change approach is based on the principle that all change originates with individuals, and change occurs when individuals' concerns are made known (Armstrong-Melser, 1999). This implies that all change is personal, and for individuals to buy into change, they must have the ownership of both the concern and the process. Furthermore, teachers must view the result of implementation as having a personal impact on their professional lives (Sayed & Jansen, 2001). However, a study conducted by Fuller (1970), who provided the conceptual underpinnings of this approach, revealed that pre-service teachers had a series of concerns ranging from concern about self, to concern about teaching, and finally, concerns about students.

According to Ornstein and Hunkins (2004:315), this model assumes that teachers have already created or selected a curriculum for the school. The focus of the adoption approach involves enabling teachers to adopt this curriculum and view it as their own. When the new curriculum based on OBE was introduced in South Africa, it was hailed as a saviour to our ailing education system. However, immediately after its implementation, teachers started to raise their concerns with the system. Some of these concerns were that the language of innovation associated with OBE was too complex, confusing, and at times contradictory. For example, a teacher attempting to make sense of OBE will not only have to come to terms with more than 50 different concepts and labels, but also keep track of the changes in meaning and priorities afforded to these different labels over time. Teachers also complained that they were not trained for the implementation of the new curriculum (Sunday Times, 2009).

The adoption approach supports the concerns of South African teachers because it views the curriculum as a resource ready for use and teachers as part of a user system that must be ready to implement the curriculum. The adoption approach advises the people in charge of curriculum implementation to address teachers' concerns, and this requires gathering data.

Lelliot and Davis (2002:541) indicate that there are two stages to teachers' concerns before the concern for self; namely, being aware of the innovation, and possessing levels of information that trigger some interest in learning about the innovation. Accordingly, the adoption model addresses five concerns, including the awareness of innovation; awareness of information

level; concern for self; concern for teaching; and concern for students (Sayed & Jansen, 2001). Once the teachers' concerns are addressed successfully, the curriculum is implemented. This is exactly what transpired in South Africa. After the teachers' concerns were raised regarding Curriculum 2005, the Department of Education conducted research to obtain data to address these concerns. This resulted in the reviewing and transforming of Curriculum 2005 in 2000 to the NCS. Yet a "lack of capacity at school district level remains a challenge and whatever new system we put in place, it will be hard to see good results", was the claim made by Lorimer (2010:179).

After the implementation of the NCS, teachers started raising new concerns. Some of these were that teachers were poorly trained, overworked, and there were a lot of curriculum documents, assessments, learning areas and learners' files.

Flores (2004) believes that teacher training and education programmes do not respond adequately to the changing nature of teaching. Most teacher training is offered as short programmes of a few hours or a few days with limited or no follow-up activities (Park & Sung, 2013). The government again responded by conducting research, whose findings resulted in the review of the NCS in 2009.

As indicated above, the adoption approach focuses on concerns and adoption, and once the concerns of the teachers are addressed, the new curriculum is implemented. Moreover, the adoption model gives several recommendations to teachers on the implementation of the new curriculum (Sayed & Jansen, 2001:68). Firstly, teachers should be creative with the new curriculum, modify it where necessary, and make it uniquely appropriate for their particular students (Bastien, 2006:44). Secondly, teachers should gain ownership of the new curriculum and be creative with it, and see opportunities to work with their colleagues in further finetuning it for the benefit of the total school programme.

2.5.2 Organisational Development model (OD Systemic)

Schmuck and Miles (2014) contend that many curriculum approaches do not succeed because leaders assume that adoption is a rational approach. Consequently, they propose the

"organisational development approach" as a better strategy to curriculum change. This approach is a long-range approach which emphasises teamwork and organisational culture. Abraham (2016) reflects the organisational development approach as including:

- teamwork, for addressing organisational challenges;
- group work and intergroup processes;
- use of action research;
- collaboration inside the organisation as a dominant culture;
- realisation that organisational leaders should serve as consultants/facilitators;
- realisation that culture must be perceived as part of the total system; and
- appreciation of the ongoing dynamics of the organisation within a continually changing environment.

According to Lelliot and Davis (2002:541), the organisational development approach is concerned with the future of the organisation; this is why they emphasise collaborative work so that everyone may participate in the process. Because of its collaborative nature, this approach regards debates as essential features in improving curriculum implementation.

The implementation of the outcomes-based curriculum in South Africa assumed a collaborative approach. Since the first implementation of Curriculum 2005, teachers, principals, curriculum coordinators and designers have been working in teams and are always involved in serious debates about the curriculum. Every curriculum implementer is allowed to have a say. These debates and concerns led to the first review of the curriculum and its amendment to the NCS, which was also subjected to serious debates during implementation. Constant debates and concerns ultimately led to another renewal or amendment to the curriculum, and the amended version became the "Curriculum and Assessment Policy Statement".

2.5.3   The educational change approach

The "Educational Change Model" was developed by Michael Fullan, who emphasised the key factors which affect curriculum implementation, such as the need and relevance of change, clarity, complexity, quality and practicality of programme (Lelliot & Davis, 2002:541). Fullan stated that a person who wishes to implement curriculum change such as OBE should understand the characteristics of the change being considered. The designers of the curriculum

should ensure that the people who are affected by the change understand the need for the change. For example, after the attainment of democracy, the government wanted to reform the educational system in South Africa in order to get rid of its apartheid inequalities of the past. The Bantu Education Act of 1953 was implemented in a haphazard and uneven manner and had to be replaced by a new system of education, in which the diversity of South Africa is equally considered and its values of equality, freedom and justice are the key components

2.6   THE   OBSTACLES   IN   THE   IMPLEMENTATION   OF THE   NEW   CURRICULUM

In 1997, a new curriculum, called "Curriculum 2005", based on OBE, was implemented. According to Mdutshane (2007:39), the South African government popularised the new curriculum in the media, conferences, meetings and other circles until the curriculum implementers and general public understood the need for the change. The clear presentation on the goals and means of the new curriculum was very successful in South Africa as everyone needed change in the country. Mouton (2002:27) mentions that curriculum is an attempt and a means of meeting the needs of all learners regardless of their environment, status or disability. It was determined that the implementation of OBE would result in greater curriculum focus, better instructional methods, and reliable and valid assessment practices.

All educators received short in-service training and were then instructed to implement the new curriculum. When the curriculum was introduced, the teachers and school management teams were forced to accept the new curriculum very quickly. This meant teachers and school management teams had to change mindsets and management approaches, from those centring on bureaucracy to collaboration and teamwork, and plan a school curriculum that addresses the design features of the policy; that is, the integration of knowledge, learner-centred approach and outcomes-based.

Lelliot and Davis (2002:541) maintain that curriculum designers need to provide the necessary training and support for their recommended programme modifications in order to facilitate rapid implementation. If this is not done, educators will feel uncomfortable with the new programmes. The initial change was very dramatic in the curriculum change history because

major concerns were raised by curriculum implementers; the educators. A severe challenge was the issue of the complexity of the new curriculum.

Reed, Davis and Nyabanyaba (2002:123) remind us of the "Keep It Short and Simple Theory (KISS)", which requires that we recognise our innovation for what it is and have a realistic perception of its difficulty level. Yet the teachers complained that the initial curriculum change was beyond their grasp, especially with regard to the terminology. In response to the concerns of curriculum implementers, Curriculum 2005 was streamlined and strengthened between 2000 and 2002. Curriculum 2005 and its implementation were reviewed by a ministerial committee in 2000. The review committee recommended that Curriculum 2005 required a streamlining of its design features, making it more efficient and simplifying its language. The revised National Curriculum Statement is the result of that process. Towards the end of 2002, the then Minister of Education, Professor Kadar Asmal, launched the Revised National Curriculum Statement (RNCS), which was further streamlined and strengthened, and was referred to as the "National Curriculum Statement".

However, given the shift in education policy from teacher-centred to learner-centred approaches, it appears that teachers may have created a gap between policy and practice (Brodie, Lelliot & Davis, 2002:541). According to Brodie, et al. (2002:541), teacher-centred practices are difficult to shift, and teachers often take up the form rather than the substance of new policy directives. This implies that teachers know what the curriculum entails, but they experience difficulty in using the curriculum effectively in the classroom, especially in a learner-centred manner. What is of concern is the distance between policy and practice, which seems to be evident in the implementation of any policy attempted by educators. According to Sayed and Jansen (2001), officials in South Africa seem to focus on policy design, without indicating how to translate such policies into measurable outcomes.

What is important is that teachers must have a sound knowledge base of the principles that guide teaching practice. They must also be able to use these principles to design effective learning experiences, and they must be able to reflect on these experiences. According to Reed, et al. (2002:123), "reflective teaching" implies taking responsibility for one's own professional development and taking part in curriculum development. The NCS assumed that teachers would become facilitators of knowledge, broaden their perspectives, be proactive and interactive, and share their ideas with one another (Department of Education, 2000). Teachers'

own perceptions of their skills, knowledge, attitudes and values, as well as their willingness and ability to implement the NCS, ultimately determined how they put the curriculum into practice. However, what was expected of teachers was that they would be willing to undertake or implement the new curriculum.

In 2003, the Department of Education conducted several brief in-service training courses to familiarise the educators with the NCS. Teachers received one-day training, and HODs were not trained for their role. A significant challenge was that the training was insufficient, and the educators were unsure about the new curriculum. Harley and Wedekind (2004) and Taylor (2006) point out that during training workshops, teachers, including school management teams, were not familiar with methods of effectively teaching the curriculum, nor were school management teams in possession of specific methods of effective curriculum management. The workshops only provided teachers with a shallow understanding of curriculum principles.

Consequently, teachers failed to plan for the curriculum. Taylor (2006:08) argues that schools struggled to teach according to the policy specifications for outcomes-based teaching and the integration of learning outcomes within and across learning areas, because teachers' understanding of the curriculum was vague. Other challenges facing educators included aspects such as poor results, underperformance by educators and lack of effective school governance (Mouton, 2002:23). The government responded by making some amendments and introducing an amended NCS, which was also challenged and amended to the current "Curriculum and Assessment Policy Statement".

Moodley (2013:104) supports the challenges faced by educators by citing that South African educators have experienced problems in understanding various previous curriculum policies, such as Curriculum 2005 and the RNCS. Those problems made it necessary for the Department of Education to introduce the National Curriculum Policy Statement in 2012. Some challenges that emerged with the NCS included confusion with the learning outcomes and assessment standards, and the poor performance of learners in reading, writing and mathematics. It remains to be seen whether the new CAPS will result in better learning for the majority of learners than the troubled Curriculum 2005 and the first version of the NCS.

Ornstein and Hunkins (2004:300) indicate that successful implementation of curricula results from careful planning processes which address the needs and resources required for carrying out intended actions. In other words, planning involves establishing and determining how to administer a policy that will govern the planned actions. Educators should consult policy documents on learning areas to become familiar with assessment standards and the learning outcomes to be achieved by each learner. However, a study conducted by Mdutshane (2007:39) revealed that most teachers plan their lessons without policy documents to guide them on the outcomes that each learner should achieve. The study also revealed that teachers fail to cover curriculum topics planned for the year because curriculum leaders lack curriculum knowledge. This implies that the managerial roles of the school managers and school management teams are not performed effectively.

Brynard (2014) highlights that the change resulted in educators' lack of planning, training and developing programmes, and more challenges in implementing it. In this regard, Taylor (2006:08) asserts that some management team members are still confused by the ideology that underpins the curriculum due to the poor-quality training being provided by the Department of Education. The new curriculum is a challenge to many schools as the principals and school management teams are experiencing problems in curriculum management.

2.7   MANAGEMENT OF THE RESISTANCE TO CHANGE

Teachers, as professionals, generally exhibit their resistance through actions. In this case, the curriculum was not being implemented effectively. Some teachers are still teaching in the old ways; that is, following textbooks rather than the NCS or CAPS policy documents for each phase, as expected and stipulated in the overarching curriculum policy. The teachers claim that the NCS is worse than Curriculum 2005.

Yet most organisational change efforts run into some form of employee resistance. The intensity of educators' resistance to change depends on what is being changed and whether the stability of the school is threatened (Van der Westhuizen, 1991:175). The more fundamental and emotional the impact of change, the greater the resistance to it will be. Most resistance to change in schools is caused by factors such as the loss of the familiarity and reliability, loss of personal choice and values, possible loss of authority, not understanding the reasons for

24

change, and lack of skills and motivation (Van Deventer & Kruger, 2011:41). The South African curriculum change that started in 1998 also provoked teachers' resistance to change.

2.8 CONCLUSION

The focus of this study was the challenges experienced by educators in the implementation of the new curriculum in Man'ombe Circuit primary schools. This chapter provided an overview of the literature that was consulted in terms of overall perspectives of the curriculum, approaches to implementing curriculum change, the role of the educator as a curriculum worker, and resistance to curriculum change. National and international literature sources on curriculum implementation were explored. The next chapter will focus on the research design and methodology.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

This chapter focusses on discussing the systematic collection and interpretation of data, which enabled the researcher to suggest solutions to the challenges experienced with curriculum change found in Man'ombe schools in the Mopani District in the Limpopo Province. The current crisis is putting pressure on educators and school managers to improve their practice by adopting more creative ways of teaching and managing the curriculum to improve learners' performance in the schools. This chapter provides details on the research design and methodology used to conduct this study. This includes a description of the research paradigm, research questions, research design, sampling, the data collection methods and the methods for data analysis.

3.2   RESEARCH PARADIGM

A research paradigm is a set of fundamental assumptions and beliefs on how the world is perceived, which then serves as a thinking framework that guides the behaviour of the researcher (Wahyuni, 2012:69). In other words, a research paradigm is a set of beliefs about the world and how it should be understood and studied. The philosophical or epistemological paradigm influences and informs the researcher's decision in terms of research questions and research methodology; in this context, it informed how the research was conducted (Morgan, 2007:49). This implies that all research should be based on a paradigm that clarifies the study, and researchers must consider the interaction of such views when conducting research (Creswell & Piano Clark, 2011:21). The three most commonly employed paradigms are positivist (objectivist), constructivist (interpretive) and pragmatist paradigms. It is, however, possible for researchers to utilise more than one paradigm in one study.

Positivism (objectivism) and constructivism (interpretivism) are the two primary paradigms employed in educational research (Neuman, 2011:27). Qualitative research is generally based on the constructivism paradigm. Positivists believe that different researchers observing the same factual problem will generate a similar result by carefully using statistical tests and

applying a similar research process in investigating a large sample (Creswell, 2009). In contrast, constructivism or interpretivism states that reality is constructed by social factors and people's perceptions of it (Wahyuni, 2012:71). Therefore, individuals with their own varied backgrounds, assumptions and experiences contribute to the construction of reality. This implies that constructivism is associated with subjectivity, and social reality may change. In fact, there can be multiple realities.

The purpose of constructivist research is creating meaning by engaging in the world, rather than verifying measurable, objective and factual data. In this study, the meaning was created by means of a partnership between the researcher and participants during the research process. Constructivism, therefore, rejects positivism. The researcher believed that in this research, the qualitative approach was of fundamental value in exploring the challenges of curriculum changes in schools. Therefore, in this study, numerical data were collected and analysed to address the research problem and provide a complete understanding of the phenomenon under study.

3.3   RESEARCH DESIGN

The research design is the conceptual structure within which research should be conducted (Dawson, 2002:19). Babbie (2004:87) concurs with Dawson, and defines the 'research design' as a plan of what you are going to observe during the research process. Mouton (2002:107) describes it as a set of guidelines and instructions to be followed in addressing the research problem. Accordingly, the function of the research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money. A descriptive quantitative design was used in this study through questionnaires to investigate the challenges educators experienced with curriculum change in selected primary schools in Manómbe Circuit. The qualitative research strategy was also used where interviews were conducted to gather information.

3.4   RESEARCH METHODOLOGY

A typical methodology encompasses concepts like the research paradigm, theoretical model, phases, qualitative and quantitative techniques. The methodology is also informed by both

qualitative and quantitative research approaches. It further refers to a system of methods used in a particular field to reach a valid and reliable perception of phenomena, events, processes or issues at different levels (Soanes, 2002:565). The research methodology focused on the study area, the population of the study, sampling, data collection and data analysis. Philosophically, its arguments are underlined by the challenges caused by the curriculum changes in the Man'ombe Circuit in Mopani District.

3.5 POPULATION OF THE STUDY

The term 'population' refers to the entire group of persons or set of objects and events the researcher wants to study (Van Rensburg, 2010:150). Mouton (2002:134) defines a 'population' as a collection of objects, events or individuals with some common characteristic in which the researcher is interested. The population of this study included Level 1 educators with 10 to 15 years' working experience, and they were currently working in the five selected primary schools under study. Furthermore, the study included the HODs, principals, deputy principals and SGB chairpersons of the five selected primary schools in the Man'ombe Circuit of Mopani District of Limpopo Province.

3.6 STUDY AREA

This refers to the geographical area where the research took place or was conducted. In this instance, the Man'ombe Circuit, found in the Greater Giyani Municipality, located in Mopani District of Limpopo Province, was the focus.

3.7 SAMPLING

Sampling is a process of selecting certain objects, events, units, people or members to represent the whole group (Van Rensburg, 2010:149). A sample is part of the whole or a subset of measurements drawn from the population. De Vos, Strydom, Fouché and Delport (2002:198) define 'sampling' as taking any portion of a population as a representative of that population. "We study the sample in an effort to understand the population in which we are interested" (Bless & Higson-Smith, 2000:86).

In this research, sampling was conducted following specific criteria which helped the researcher to select reliable and relevant respondents. Principals were selected based on their management experience: 10 to 15 years' management experience was the primary requirement. Furthermore, prospective respondents' gender did not influence the selection process. Deputy principals were selected based on their position and experience. For HODs at the school level, sampling was levelled against the educator's post number, namely those appointed at Post No 6. For educators to be further sampled, they also needed to be the secretary of the management team of their institution.

Educators were selected in accordance with the learning area specialisation they were offering, such as maths in the intermediate phase. Gender and age did not play any role, but teaching experience of between 10 to 15 years resulted in inclusion. The SGB, as the governance of the institution, also played a role in the qualitative and quantitative approach of the research. In this instance, only the chairpersons were sampled in the selected institutions; five parents were thus sampled for the research project.

3.8   SAMPLING METHODS

Sampling is a process of selecting a portion of the identified population (Schultze, 2002:35). A sample is part of the whole or a subset of measurements drawn from the population. De Vos, et al. (2002:149) define 'sampling' as taking any portion of a population as representative of a population. "We study the sample in an effort to understand the population in which we are interested" (Bless & Higgin-Smith, 2000:86).

There are two methods of sampling, namely probability sampling and non-probability sampling (Babbie, 2004:182). The probability sampling method is any method of sampling that utilises some form of random selection from a list containing the names of everyone in the population being sampled (Babbie, 2004:182). Examples of probability sampling are systematic random sampling, simple random sampling, cluster random sampling, multi-stage sampling, and stratified sampling (Babbie, 2004:201-212). Non-probability sampling does not involve random selection. Examples of non-probability sampling are convenience sampling, snowball sampling and purposive sampling (Schultze, 2002:35).

The methodology used in this study is purposive sampling. In purposive sampling, the principle is to select cases with a specific purpose in mind (Schultze, 2002:35). Purposive sampling was preferred in this study because this method allows a researcher to select units based on the researcher's judgement about which ones will be the most useful or representative (Babbie, 2007:184). Furthermore, respondents were chosen on the basis of their knowledge, work experience and position in their organisations.

3.9 SAMPLE SIZE

Fifty respondents from five schools in the Man'ombe Circuit of the Mopani District of Limpopo Province were sampled for this study. A suitable number of respondents were selected from each school using purposeful sampling. The following table illustrates the study's sample size:

Table 3.1:   The sample size of the study

STUDY SAMPLED	STUDY POPULATION	RESPONDENTS
5	20	PRINCIPALS
5	20	DEPUTY PRINCIPALS
10	40	HODs
20	80	EDUCATORS
10	20	SGBs
50	**220**	**Total**

3.10 DATA COLLECTION

An empirical investigation was conducted to supplement the literature review. The researcher needed to design appropriate instruments which could be used to collect the data. Data collection is the precise, systematic gathering of information relevant to the research subproblems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove, 2003:373). In this study, an open-ended questionnaire was designed and administered to selected respondents from five schools. Informed by the literature review, the researcher developed the questionnaire for data

collection. Moreover, interviews were conducted with sampled candidates, and the terms and conditions for the interview, including the responses, were tabled after the activity.

3.10.1   Questionnaire survey

A questionnaire survey was used to determine the challenges public school educators faced regarding the change of curriculum and the assessment policy. Biographical and demographical information was collected quantitatively through questionnaires and qualitatively through interviews. The information included details on respondents' teaching experience, the position and location of schools.

An open-ended questionnaire was designed and administered to the 50 respondents. Respondents were asked to select an answer from the list provided and offer qualitative responses to the open-ended questions. Questionnaires were preferred because the answers are standardised and can be compared from person to person; the answers are much easier to code and analyse, and can often be encoded directly from the questionnaires.

The Likert scale was employed to assess respondents' rating in terms of whether they strongly agreed or strongly disagreed with statements. The rating scale has the following designations: 5 = Strongly Disagree, 4 = Disagree, 3 = Not Sure, 2 = Agree, and 1 = Strongly Agree.

3.10.2   Interviews

The interview is, in a sense, an oral type of questionnaire. Instead of writing the response, the participant or interviewee provides the needed information verbally in a face-to-face relationship (Best, 1959:167). As a research method, however, it can be viewed as more than an exchange of small talk. It represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more participants.

Prior to the interviews, participants were informed about the nature and aims of the investigation, as well as the benefits of the study. All participants gave their consent to participate in the research in writing (Leedy & Ormond, 2005:147). The researcher, as part of the requirements for research, arranged for a meeting in advance with the participants or

sampled candidates, set appropriate times for interviews – mostly in the afternoon after work – arranged a meeting point in a specific venue (preferably at the candidates' home), and established structured questions for participants. This formed part of the qualitative research methodology and structured, open-ended questions were used. After collecting data from the open-ended interviews, coding was employed to analyse the data. The researcher thus followed thematic steps in coding the gathered information. Thematic analysis is a quantitative analytic method that is used in identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes datasets in (rich) detail.

Challenges were experienced during the interviews. Many of the participants were (at times) reluctant to provide an interview slot due to work-related factors like workload, tiredness, as well as being discouraged by the teaching environment. In addition, the participants were initially very tense, but as the interviews progressed, they became more relaxed and started reacting more positively towards the interviewing process. Interviews were conducted during March 2013. Each interview lasted between 15–20 minutes. Most of the interviews were conducted at the participants' homes.

3.11   DATA ANALYSIS

Data analysis refers to a process of examining and interpreting data in order to elicit meaning, gain understanding and develop empirical knowledge (Babbie, 2007). The purpose of data analysis is to describe the data clearly, identify what is typical and atypical of the data, bring to light differences, relationships and other consistent patterns existing in the data, and ultimately answer research questions (Charles, 1995:118). The data analysis was done using SPSS, graphs and tables.

The researcher used thematic analysis on the data that were collected through interviews, where the information was presented in a narrative form. The researcher applied thematicnarrative data analysis, whereby a variety of procedures are used to interpret the data generated in research. The researcher applied Creswell's (2009) data analysis steps when analysing the data in this study. These steps are described next.

3.11.1   Planning and recording data

Before data collection commences, the researcher should have a specific plan in place to record data in a systematic manner that is appropriate to the setting and participants, and that will facilitate analysis.

3.11.2   Data collection and preliminary analysis

Preliminary analysis, according to Wikipedia, is defined as the initial process at the start of the project that determines whether the concept is viable. Data collection is defined as the process of gathering information on variables of interest, in an established systematic fashion that allows one to answer stated research questions, test hypotheses and evaluate outcomes. To collect data in the qualitative fashion, observation, interviews, focus group discussions and document analysis can be used. In the quantitative method, data can be collected using various forms of surveys, including online surveys and quizzes, questionnaires, and case studies.

3.11.3   Managing or organising data

At an early stage in the analysis process, researchers organise their data into folders, index cards or computer files. Besides organising files, researchers convert their files to appropriate text or units (for example, a word, a sentence, or an entire story) for analysis, either by hand or on the computer (McMillan & Schumacher, 2000).

3.11.4   Reading and writing memo

This step implies understanding and making a note of the data collected throughout the research process. The researcher must read the collected data and write memos in the margins of field notes or transcripts. This helps in this initial process of exploring the entire database (Bless & Higson-Smith, 2000).

3.11.5 Generating categories, themes and patterns

Creswell and Plano Clark (2011) state that the process of category generation involves noting regulations in the setting or people chosen for the study. As categories of meaning emerge, the researcher searches for those that have internal convergence and external divergence.

3.11.6 Coding the data

According to Bot (2005), coding data is the formal presentation of analytical thinking. The tough intellectual work of analysis entails generating categories and themes. The researcher then applies some coding scheme to those categories and themes, and diligently and thoroughly marks passages in the data using the codes. Codes may take several forms, abbreviations of key words, coloured dots, and numbers; the choice lies with the researcher.

3.11.7 Testing emergent understandings

The researcher begins the process of evaluating the plausibility of developing an understanding and exploring this understanding through the data. This entails a search through the data while gaining this understanding, where the researcher challenges the understanding, searches for negative instances of the patterns, and incorporates these into larger constructs, as necessary.

3.11.8 Searching for alternative explanations

Van Rensburg (2010) postulates that as researchers discover categories and patterns in the data, they should engage in critically challenging the very patterns that seem too apparent. Hence, alternative explanations always exist. In this study, the researcher searched for patterns in the data, described them, and then demonstrated why the explanations offered were the most plausible.

3.11.9 Writing a report

According to Wahyumi (2012), writing about qualitative data cannot be separated from the analysis process. It is central to that process, and in the choice of the words used to summarise

and reflect the complexity of the data, the researcher is engaging in the interpretive act, leading the shape and forming the meaning of massive amounts of new data.

3.11.10 Recording data

The researcher used the following steps when collecting data: The first step was managing or organising data at an early stage in the analysis process – the researcher organised her data into file folders and kept the respondents' information in different files. The second step is reading and writing the memo – the researcher read data that were collected and wrote memos in the field notes when exploring the database. The researcher recorded the information gained from participants through the interviews and wrote field notes. The third step was writing the report, and the researcher summarised the participants' data by selecting only the information that was needed for the study.

3.12   ETHICAL CONSIDERATIONS

Ethics is a matter associated with morality, and ethical guidelines serve as a standard with which to evaluate one's conduct (Babbie, 2001:118). Ethical considerations are a set of moral principles that are suggested by an individual or group and are subsequently widely accepted. It includes rules and behavioural expectations about appropriate conduct towards experimental subjects (De Vos, et al. 2002:630). In both the quantitative and qualitative phases of gaining information from respondents, ethical principles were highly considered, and the following ethical considerations were adhered to: permission to conduct research, informed consent, privacy, confidentiality, anonymity and voluntary participation.

3.12.1   Permission to conduct research

As part of the requirement to secure permission to conduct research, approval was granted by the University of Venda before the researcher proceeded with the study. Furthermore, permission was attained from the Man'ombe Circuit to conduct the study in their schools.

3.12.2   Informed consent

All respondents engaged in this study were asked to sign a consent form and were informed about the purpose of the study, the importance or potential of the findings, and their right to participate voluntarily. Such a form, according to Leedy and Ormrod (2005:108), should contain the following information:

- The researcher's name, including information on how the researcher can be contacted.
- A brief description of the nature of the study and what participation will involve in terms of activities and duration.
- A statement indicating that participation is voluntary and can be terminated at any time without penalty. The guarantee that all responses will remain confidential and anonymous.
- The offer that the researcher will provide detailed information about the study (e.g., summary of the findings) upon its completion.
- A space for participants to sign and date the consent form, indicating agreement to participate.

3.12.3   Right to privacy

Participants were assured of their anonymity, and that the names of the participating circuits and schools would not be disclosed. In line with the ethical considerations, the researcher was required to show respect for participants.

3.12.4   Honesty with professional colleagues

The findings of the study will be reported in a complete and honest manner, without misrepresenting what was said or intentionally misleading others as to the nature of the research findings. Participants were assured that the data would only be used for the stated purposes of the research, and that no person (except those closely connected to the study) would have access to the data.

3.12.5 Anonymity and confidentiality

This principle states that data will only be used for the stated purposes of the research and no person will have access to interview data. In this study, all the participants were assured that their names and identity would not be revealed to anyone. In addition, no names for the respondents were taken or written on the questionnaires or group notes. Under these circumstances, the respondents felt free to give honest and complete information.

3.12.6 No harm to participants

In cases where the nature of a study involves a small amount of psychological discomfort, participants should know about it in time, and any necessary debriefing or counselling should be provided immediately after their participation. Fortunately, in this study, none of the participants suffered any psychological discomfort or distress.

3.12.7 Voluntary participation

All participants were recruited based on their choice to participate in the study. Educators and parents who did not feel at ease or who did not content to take part for any reason were not compelled in any way to participate.

Participants were prepared on the purpose of the study before the interviews were conducted. Since assurance of confidentiality and anonymity was important, the participants were informed that their participation was entirely voluntary, and they had the right to remain anonymous and refuse to participate or withdraw at any time without penalty. All information collected was treated confidentially. Participants' consent to participate in the research was voluntary and free from coercion.

3.13 CONCLUSION

In this chapter, the researcher discussed the research design that was employed for this study. The instruments used, the sample design and size, and data collection procedures were also discussed. The data interpretation and analysis are presented in the next chapter.

CHAPTER FOUR DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1   INTRODUCTION

In this chapter, the analysis of the quantitative and qualitative data is reported. The general aim of the study was to investigate the challenges experienced by educators in the implementation of the new curriculum. The results are presented by means of charts and tables encompassing categories of respondents who represented the perceptions held by their groups with regard to a particular view.

4.2   BIOGRAPHICAL DATA

Biographical data obtained from the questionnaires included respondents' gender, age, qualification and work experience. Table 4.1 indicates that male respondents constituted 35% of the final study sample. There were 140 female respondents, marking 65%. This was proportional to the percentage of male and female respondents in the population.

Table 4.1:   Participation by gender

PERCENTAGE	FREQUENCY	RESPONDENTS
35%	80	MALES
65%	140	FEMALES
100%	**220**	**TOTAL**

Table 4.2 indicates that 104 respondents (47.3%) fell within the age range of 31-40 years. Only 9.1% were within the age bracket of 51-60 years. Respondents of various ages were well distributed in the final sample.

Table 4.2:   Participation by age

PERCENTAGE	FREQUENCY	RESPONDENTS' AGE
0.9%	2	20-30 YRS
47.3%	104	31-40
39.1%	86	41-50
9.1%	20	51-60
3.6%	8	60 and above
100	**220**	**Total**

Table 4.3 shows that the education level of the respondents was satisfactory. It depicts that 80% of the total population, which was 176 educators, had a minimum diploma qualification in teaching, whereas 44 educators (20% of respondents) had a degree.

Table 4.3:   Respondents' highest qualification

PERCENTAGE	FREQUENCY	QUALIFICATION
80%	176	DIPLOMA
20%	44	DEGREE
100	**220**	**TOTAL**

4.3   ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

The purpose of this section is to present the information obtained from responses to the questionnaire.

4.3.1   Respondents' teaching experience

Table 4.4:   Details of respondents' teaching experience

FREQUENCY DISTRIBUTION	EXPERIENCE
0%	0-5 Years
36.4%	6-10 Years
9.1%	11-15 Years
13.6%	16-20 Years

22.7%	21-25 Years
FREQUENCY DISTRIBUTION	**EXPERIENCE**
9.1%	26-30 Years
4.5%	31-35 Years
4.5%	36-40 Years
100%	**Total**
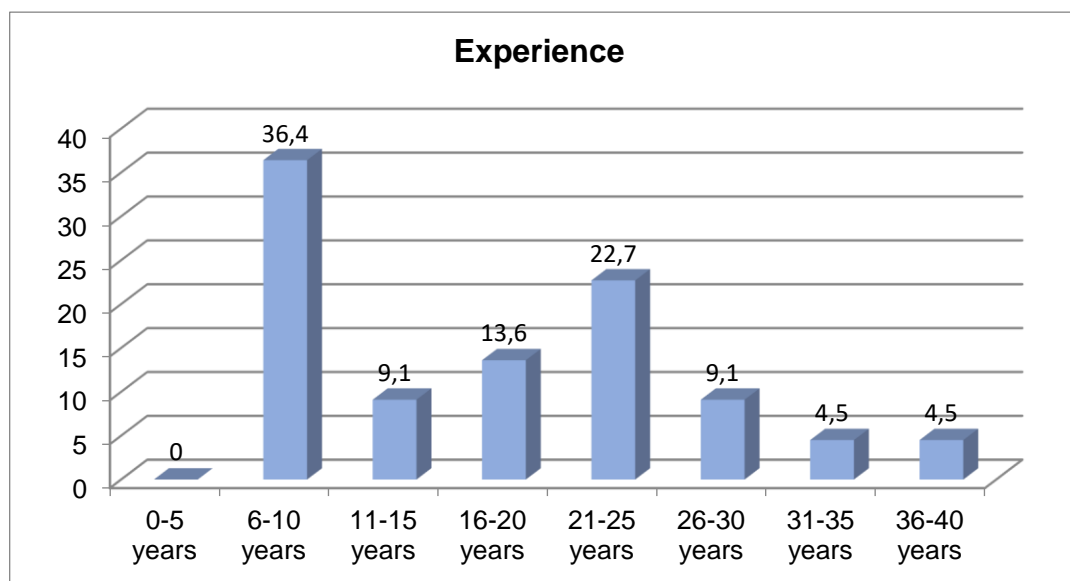
Figure 4.1:   Details of respondents' teaching experience

Teaching experience, which in this study refers to the knowledge and skills gained based on a length of time spent in the teaching profession, is a critical aspect that influences the educators' effectiveness in the teaching profession. Table 4.4 and Figure. 4.1 reflect the data concerning the educators' responses regarding the overall length of time they had been teaching.

As indicated, the largest group of respondents (36.4%) had between 6-10 years' teaching experience. This was followed by 22.7% with 21-25 years of teaching experience; 13.6% with 16-20 years of teaching experience; 9.1% for both 11-15 and 26-30 years' teaching experience, and 4.5% with 31-35 and 36-40 years' teaching experience. The latter group is regarded as the most experienced group of educators and may, in turn, be considered as providing a solid background to classroom teaching and learning. The findings revealed that the respondents were adequately experienced; most had 6-10 years' teaching experience and a few teachers had as much as 31-40 years' teaching experience.

According to Bastien (2006:01), there are several reasons why experienced workers can help maintain a reliable, dedicated workforce and provide significant cost savings in both the short-term and long-term. Experienced workers are usually dedicated to their work, efficient and confident, have organisational skills, are proud of their work, are always punctual, honest, focused, detail-oriented and attentive, good listeners, mature, and have exemplary communication skills. As shown in Table 4.4, all the respondents had significant experience in teaching and were therefore capable of maintaining sound discipline in schools without violating the rights of learners.

4.3.2   Planning and designing teaching and learning activities
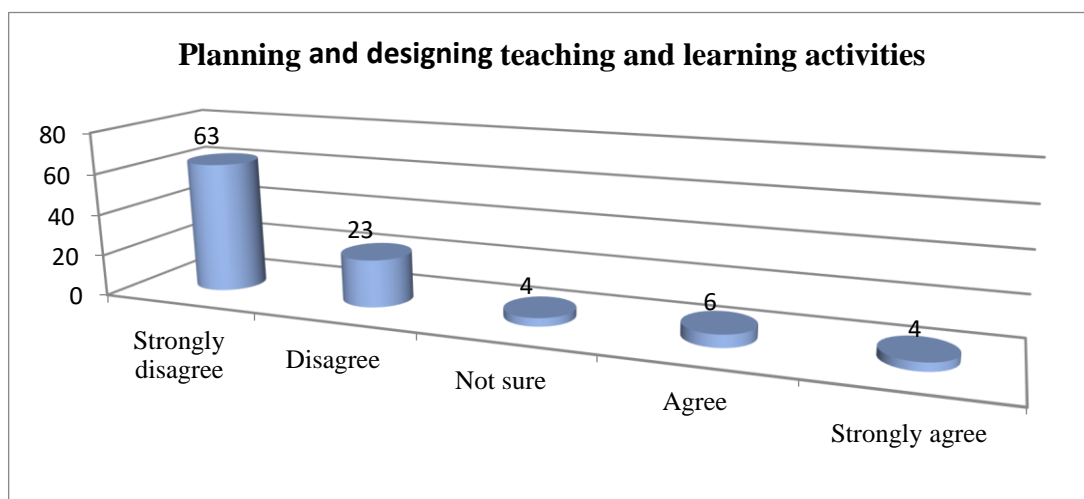
Figure 4.2:   Planning and designing teaching and learning activities

Figure 4.2 above reveals that 63% of the respondents strongly disagreed and 23% disagreed that they had a problem in planning and designing teaching and learning activities, while only 10% (which includes 6% who agreed and 4% of those who strongly agreed) had no problem, and 4% was unsure of their work. The design of learning activities is an essential task for educators, and there cannot be effective teaching and learning without planning and designing the activities. Lesson planning is a vital component of the teaching and learning process.

According to Moon (2005:179), proper classroom planning keeps teachers organised and on track while teaching, thereby allowing them to teach more effectively and help students reach objectives more easily. This implies that the better prepared the teacher is, the more able they will be to handle unexpected situations in the lesson. Scrivener (2011) asserts that planning is

imagining the lesson before it happens, and this involves prediction, anticipation, sequencing, organising and simplifying. When teachers plan a lesson, they have to make different types of decisions related to the aims to be achieved, content to be taught, the group to be taught, the tasks to be presented, and the resources needed. This study revealed that there is no effective teaching and learning in our schools because educators are unable to plan for teaching.

4.3.3 Developing learning programmes
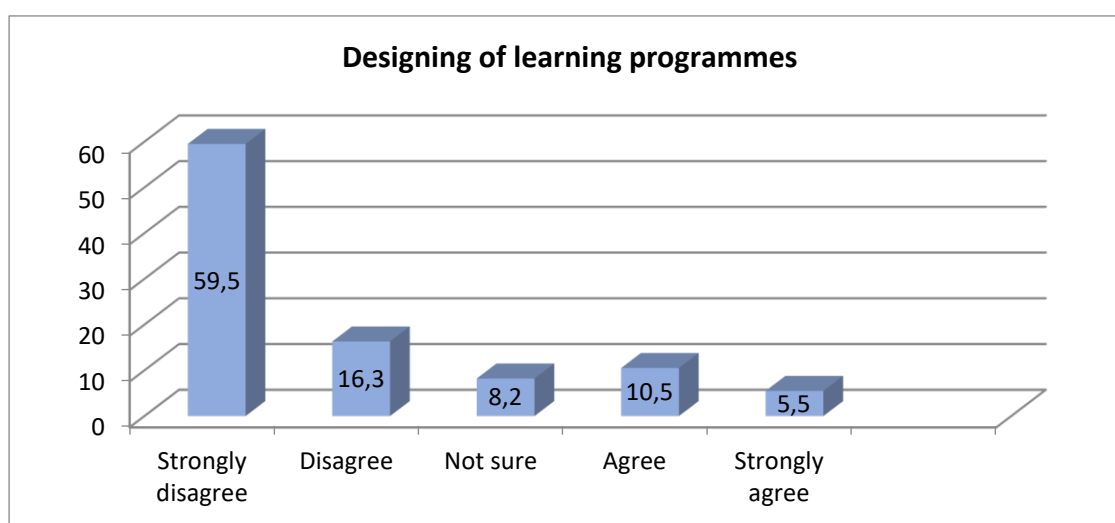
Figure 4.3:   Developing learning programmes

Figure 4.3 reveals that the respondents were incapable of designing their own learning programmes. The diagram indicates that 59.5% respondents strongly disagreed and 16.3% disagreed that they were able to design their own learning programmes, while 10.5% agreed and 5.5% strongly agreed that they were able to do so. This implies that many teachers in our schools are failing to cope with the new challenges and demands of the new curriculum because the quality of education has deteriorated.

A learning programme assists teachers to plan for sequenced learning, teaching and assessment so that all learning outcomes in a subject are achieved in a progressive manner (Department of Education, 2003:03). Moreover, there are three phases for designing learning programmes. The first stage is the development of a subject framework. This phase does not require a written document, but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the subject statements. The

quality and rigour of this engagement will determine the teaching and learning in the classroom. Once the subject framework has been completed, teachers should be able to develop the second and third stages, namely, work schedules and lesson plans.

4.3.4 Poor performance by learners
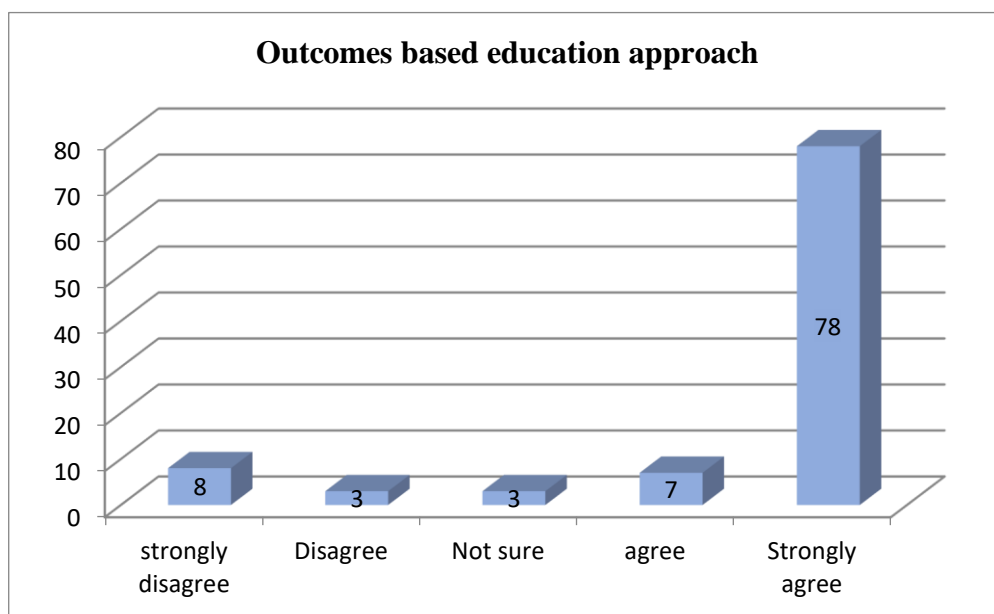
Figure 4.4: Outcomes-based education approach

According to Figure 4.4, 78% of respondents strongly agreed, and 7% agreed that the poor performance of learners is related to the new curriculum, while only 3% disagreed and 8% strongly disagreed with this statement. This view is supported by), who Meyer (200:04 Mo claims OBE is unsuitable for the South African context because:

- Most learners are not ready to adapt to the OBE approach because the gap between a trainer-led system and a learner-centred approach does not happen overnight.
- The OBE approach requires that all learning material be rewritten, which requires a major investment in time and resources.
- OBE requires quality assurance systems which were not part of the previous educational dispensation.
- The scope and greater variety and application of OBE assessment methods are extremely time-consuming to implement.

- All teachers and trainers must be re-trained to acquire the knowledge, values and competencies to implement the OBE approach.

Malan (2000:24) emphasises that there is no collection of mutually accepted achievements in terms of new theories on the OBE approach. There are also no exemplary solutions to the challenge related to the intellectual and potential development of learners. Similarly, predictions of the value of the OBE approach have not been proven and, while laws validating the OBE approach as an acceptable practice, the construct are not apparent.

In other words, Malan (2000:24) argues there is no research base to verify the claims of the OBE approach that has been established; reference to a major paradigm shift can therefore not be substantiated. According to Malan (2000:25), OBE may, at best, be described as an eclectic philosophy which takes the best from several past educational approaches and incorporates them in a new system that is appropriate for the needs and demands of a new, democratic South Africa. Consequently, the OBE approach rationale and practices may be set in a different context for different needs, but its tenets can be clearly traced to older approaches – once also heralded as ideal solutions only to be discarded.

The respondents' views are also supported by Janssen (2001:12), who presents several criticisms of OBE. According to Jansen, OBE has several problems which contribute to the high failure rate in schools. First, the language of innovation associated with OBE is too complex, confusing and, at times, contradictory. A teacher attempting to make sense of OBE will not only have to come to terms with more than 50 different concepts and labels, but also keep track of the changes in meaning and priorities afforded to these different labels over time. For example, to understand the concept of 'outcomes' requires an understanding of competencies, unit standards, learning programmes, curriculum, assessment criteria, range statements, equivalence, articulation, bands, levels, phases, curriculum frameworks and their relationship to the South African Qualifications Authority (SAQA), the NQF, National Standards Bodies (NSBs), Standards Governing Bodies (SGBs,) and Education and Training Qualification Agencies (ETQAs), reconciliation of the 12 SAQA fields with eight learning areas and phases in the fields of study, and on and on. Moreover, it also requires an understanding of the sudden shift from competencies to outcomes in the official discourse on OBE, what lies behind the change, and how the two terms now relate within the new policy.

44

The only certainty about OBE and its predecessor language is that it has constantly changed meaning.

4.3.5   Mastery of the learning area

Excellent grasp of the learning area
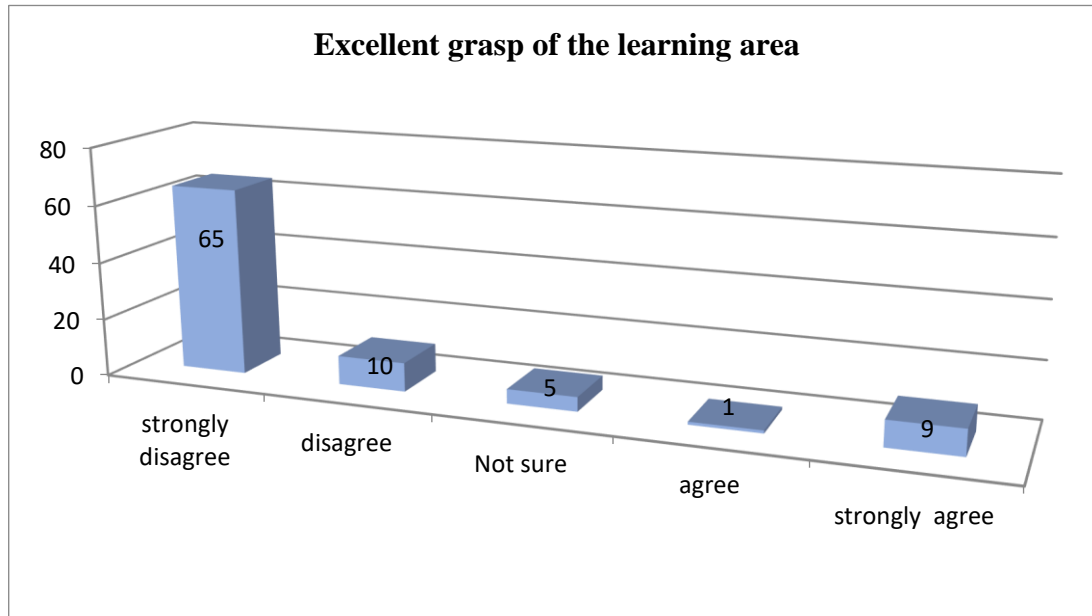
Figure 4.5:   Mastery of the learning area

Question 8 asked respondents to assess their knowledge base in the learning area they teach. Figure 4.5 reveals that 60% of the respondents strongly disagreed, and 10% disagreed that they had an excellent grasp of the learning area they teach. It is disconcerting to note that only 10% (1% of those who agreed and 9% who strongly agreed) had an excellent grasp of the learning areas they teach. It can be concluded from Figure 4.5 that far more than half of the respondents had a superficial knowledge of the learning area they teach.

Although most educators in Figure 4.5 revealed that they were qualified to teach their subjects, a lack of in-depth knowledge content could be attributed to the lack of understanding of the NCS and RNCS principles, new teaching methods and the new curriculum, where a learner should be actively involved in the activities of the lesson while the teacher is a facilitator.

4.3.6 Ability to apply new teaching methods and strategies of the new curriculum
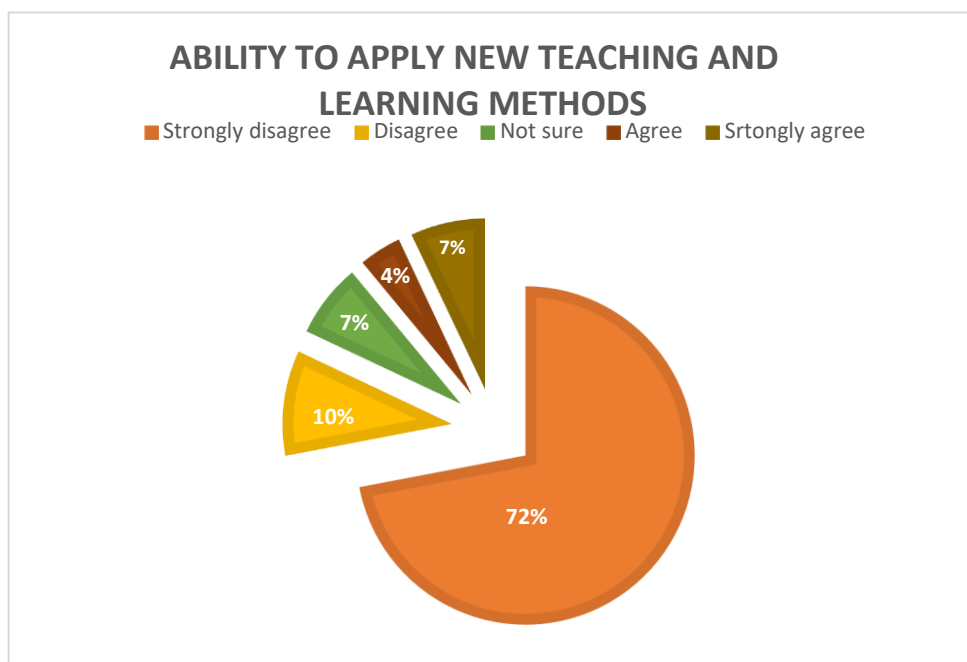
Figure 4.6:   Ability to apply new teaching methods and strategies

Figure 4.6 presents educators' responses about their ability to apply the teaching methods and strategies of the new curriculum. The findings reveal that 72% of the educators strongly disagreed and 10% disagreed that they were able to apply the teaching methods and strategies of the new curriculum, while only 4% strongly agreed and 7% agreed that they were capable in this regard.

The findings reveal that the introduction of NCS and RNCS has created a significant problem for educators. For example, educators are introduced to new topics based on the principles of OBE, which describe learning from the perspective of the learner (Department of Education, 2003). This implies that educators are compelled to use new skills in teaching and learning of the subject matter. Some of the skills that are now required in the subject matter include the ability to use learner-centred teaching methods and strategies, such as cooperative teaching and learning methods.

4.3.7   Educators' professional development

Professional development of teachers
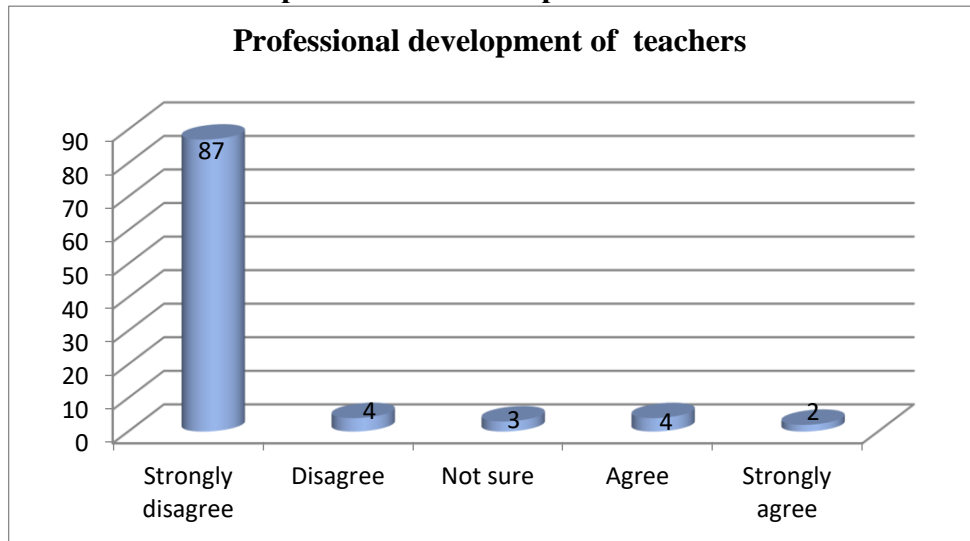
Figure 4.7:   Educators' professional development

Figure 4.7 illustrates the responses from educators regarding the professional guidance they receive from HODs, deputy principals and principals. It reveals that there is a lack of professional guidance by heads of department, deputy principals and principals in many schools, because only 2% of respondents strongly agreed and 4% agreed that they receive professional guidance, while 4% disagreed and 87% strongly disagreed that they receive professional guidance. This is a severe challenge to educators in the implementation of the new curriculum.

Teachers' professional development is critical. The changes and improvements that teachers undergo during professional development stimulate them to grow and help them to develop in their profession, interact with learners and improve their knowledge, skills, attitudes and beliefs related to their teaching practices (Hsu, 2008:265). Hsu adds that a significant advantage for teachers is the expanded broadness in their thinking after training.

Professional development also improves teachers' methods of questioning and communicating with learners, and it enhances their professional ability and performance, and even their beliefs. They also learn by observing other teachers at work and teaching presentations (Hsu, 2008:266). Professional development offers teachers the opportunity for active learning; that is, it creates opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning, for example, by deepening the teachers' content knowledge

(Desimore, 2002:83). Unfortunately, there is no professional guidance in the majority of schools, and it is a severe challenge for the teachers in the implementation of the new curriculum.

Many studies reveal that school improvement and effectiveness are school principals' responsibility. Christie (1998:291), for example, mentions that there is a dominant belief in government and educational circles that principals are in a better position to add value and make a difference in the performance of schools. According to Christie (1998:291), principals, as instructional leaders, are responsible for improving the academic performance of learners. Principals must divide their time between instructional issues and noninstructional issues effectively, and in so doing, contribute to the effectiveness of the school. The principal must also manage and co-ordinate the curriculum in such a way that teaching time can be used optimally. They should support the teaching programme and provide teachers with the necessary resources to carry out their tasks.

4.3.8   Lack of understanding of the role of the educator in the new curriculum
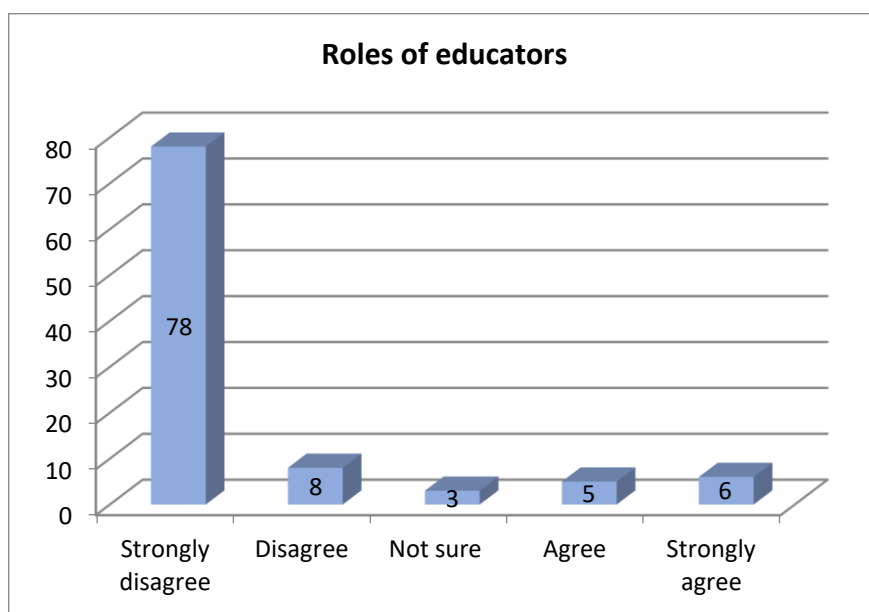

Figure 4.8:   Lack of understanding of the role of educators in the new curriculum

All educators have a duty to read and understand all the documents of the NCS and RNCS to ensure effective implementation of the curriculum. Unfortunately, Figure 4.8 reveals that educators' lack in understanding their roles in the new curriculum is one of the challenges they

48

face. As Figure 4.8 indicates, 87% of respondents strongly disagreed, and 8% disagreed that they understood all their roles, whereas only 5% agreed, and 6% agreed that they were aware of their responsibilities. This implies that more than three-quarters of the educators were not conversant with their roles, reflecting that they were unable to effectively and efficiently implement the new curriculum.

All schools have been supplied with all the policy documents of the new curriculum. One of the policies, namely, the Norms and Standards for Educators, describes the new roles of the teacher (Department of Education, 2000). The policy outlines the following multiple roles of the teacher: learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral care; assessor and learning area specialist. Despite these specifications in the policy, educators needed additional support from the department and thorough training by curriculum implementers in order to qualify what the policy was outlining.

4.3.9   Lack of resources
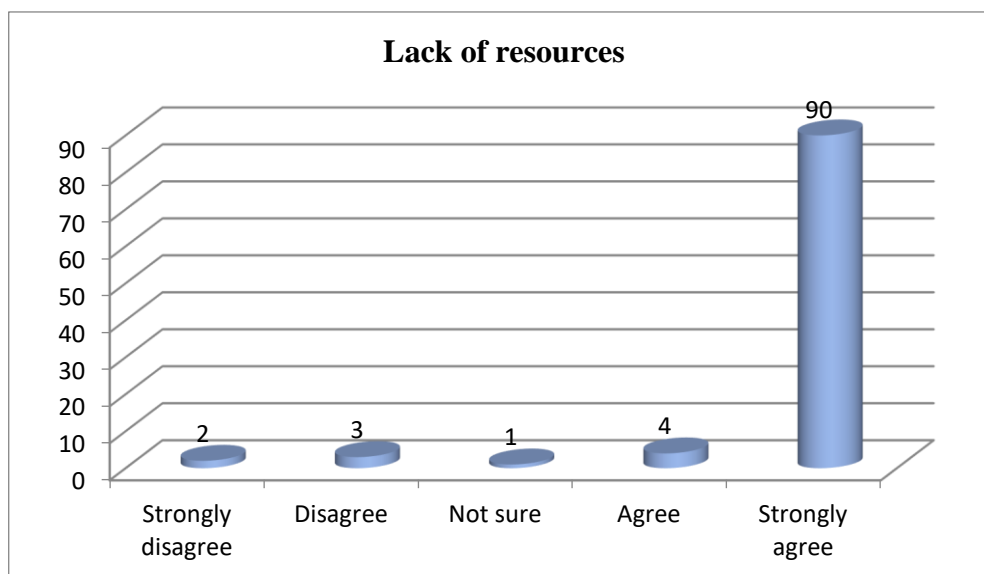
Figure 4.9:   Lack of resources

Lack of resources, such as textbooks and teaching and learning aids, are additional challenges experienced by educators in the implementation of the new curriculum. OBE is learnercentred and learners should thus possess textbooks, library books, learning aids and laboratory equipment. According to Figure 4.9, 90% of respondents strongly agreed, and 4% agreed that they had a challenge with the shortage of textbooks in the new curriculum in their schools,

49

while 5% (2% strongly disagree and 3% disagree) experienced no shortage of resources. Bekker, Denerouti, Boer and Schaufeli (2003:76) indicate that poor resources and a lack thereof preclude actual goal accomplishment, which is likely to cause failure and frustration; it may therefore lead to withdrawal from work and reduce commitment.

The recent media coverage of undelivered textbook supplies suggests a serious problem with the procurement and delivery of books in the Limpopo province, which needs to be addressed at the provincial and national level. Spaull (2012:2) points to previous studies that have shown that providing access to textbooks delivers significant returns in terms of educational outcomes, and this is confirmed by the recent analysis. The research shows that only when learners have their own reading textbook, or when they share it with no more than one other person, do they experience performance gains.

4.3.10 Ability to implement new assessment techniques
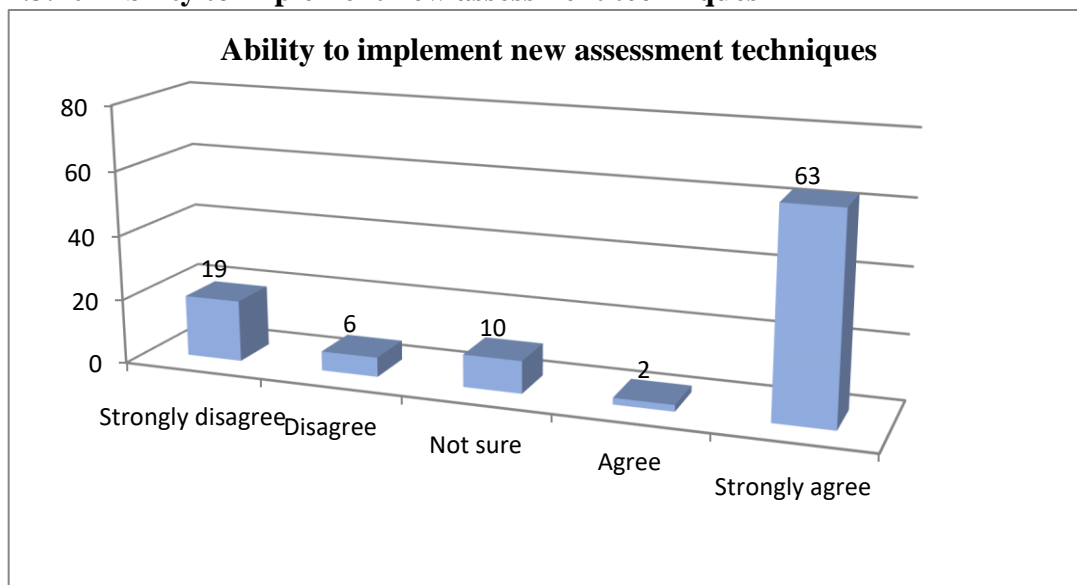
Figure 4.10: Ability to implement new assessment techniques

According to Figure 4.10, 63% of the educators strongly agreed, and 2% agreed that they had problems in the implementation of new assessment methods and techniques, while 6% strongly disagreed and 19% disagreed that they had problems in this regard. Assessment is one of the main principles of NCS and RNCS. The Department of Education distributed NCS and CAPS policy documents to all schools. Educators are thus expected to read the documents and

50

implement them effectively. HODs, deputy principals and principals are responsible for guiding the teachers in all assessment methods and techniques.

There are various forms of assessment that can be used by educators. A diagnostic assessment is an assessment which is used to ascertain each student's strengths, weaknesses, knowledge and skills prior to instruction. Establishing these permits the teacher to remedy students' weaknesses and adjust the curriculum to meet each pupil's unique needs. Formal assessments, on the other hand, occur when students are aware that the tasks they are performing are for assessment purposes; for example, a written examination or test. Formative assessments are assessments which are used to continually evaluate a programme and it is designed to assist in the learning process by providing feedback to the learner. This feedback can be used to identify strengths and weaknesses, and hence improve future performance. It is a method of judging the worth of the programme while the programme activities are formed or happening, instead of waiting until you have finished the project or programme.

4.4 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEWS

After collecting data from the semi-structured interview questions, coding was used to analyse data in a simpler way. Difficulties were also experienced during the interviews. Many of the participants were at times reluctant to provide an interview slot at work due to workrelated factors like workload, legitimate tiredness on their part, as well as being discouraged by the teaching environment.

The following responses were obtained from the respondents as per the interview questions:

4.4.1 Biographical data

Biographical data were collected through interviews based on the following questions. The responses are presented as obtained from the interviewees or sampled respondents.

QUESTION 1 - What are the challenges affecting the working conditions of educators in the Man'ombe Circuit?

Principals

Of the principals who were sampled, the majority who responded said the new curriculum is not easy to implement due to a lack of or no proper training from the side of the employer. It makes their work difficult; they even experienced challenges in monitoring the work for their employees.

Deputy principals

Deputy principals' responses were like that of the principals because they were not properly trained due to their work schedule. Most said there is a lack of learning and teaching material, which also leads to the poor performance of educators in their schools.

HODs

Of the HODs, most said they received training from the department on the implementation of the new system, but not all got an equal share of training. Training was usually only for a half-day or two days. This makes it difficult to understand exactly what the real expectations are in the classroom.

Educators

Most educators responded by saying they did undergo training in their circuits, but some did not get this training. The challenge they face is in the implementation, where they fail to impart the actual knowledge to their learners. The new methodologies they have to use are unfamiliar to them, the assessment strategies are also not user-friendly, and all these challenges make their work difficult.

SGB parents

The SGB parents did not undergo any training at all on the new curriculum system. They were only invited to a meeting by the department to inform them that the system will be changing in due course per phase. The meeting lasted for less than a day. As parents to the learners who are receiving the new curriculum, they should help their children do the work at home. But

because they do not have any background on what they should do, it poses significant challenges to them due to the learner-centredness of the curriculum.

QUESTION 2 - What is the role of the school management team?

Principals

The responses gathered on this question were varied because many principals were not trained, while a few from those sampled were trained for a day or two. This indicated that the quality of training for top management in schools is lacking and insufficient, and this made their work as managers difficult.

Deputy principals

Deputy principals responded similarly to the principals because their training was similar. Those who sacrificed their holidays got three-days' training, which was not sufficient, lacked proper materials and had poorly trained facilitators. Most workshops were held far from their homes, which prevented most people from attending. Furthermore, schools had to transport their educators to the venue, and since most schools in the Man'ombe Circuit lack funding, they could not afford to ferry all their staff at once. Therefore, their roles as managers were compromised in their respective schools.

HODs

As curriculum implementers, HODs were supposed to get the proper training to help educators implement the new curriculum, but their responses reflected the opposite to their expectations. Participants said that their training was below average in the sense that they were only introduced to the system and could not carry it forward. Their training lasted only one day for some, while others got two-days' training and were promised a follow-up meeting for further workshopping. Therefore, the training they received is hindering their curriculum output in the classroom. It also limits them imparting knowledge to their educators and learners.

Educators

This group sounded so defeated because their training did not take place as expected. Some educators responded by saying that they were only trained half a day, some said they went for training two afternoons (from 12:00 till 14:00) where they were introduced to the system.

They were promised further workshops to improve their introductory knowledge, yet it never occurred. Some educators said they did not attend any workshops because no circular for their learning areas came to invite them for the training. Secondly, the venues for the training were too far from their schools and homes, and they had to pay additional transport fares to attend such meetings.

Schools had to ferry their educators using the school coffers and cater for their educators. Some schools lack financial resources because they receive very low income from government and have a very small budget for educator development. As a result, they could not carry the financial burden for all the activities required to train their educators. Therefore, this arrangement jeopardised the entire department.

SGB parents

The SGB parents did not receive any formal training. They received only introductory information regarding the new system that was going to be implemented.

QUESTION 3 - What are the strategies that can be harnessed to elucidate issues of the curriculum?

Principals

In closing the gap between implementation through facilitation and the receiving end (being educators), the department should set up clusters to thoroughly train others. Furthermore, the allocation of enough time should be looked at and be made available for all attendants so that the training can be worthwhile. The department should avoid scheduling training over the holidays because this is when people attend to personal matters and spend quality time with their families. Lastly, the department or curriculum implementers need to allocate venues near the schools to promote greater attendance.

Deputy principals

Deputy principals mentioned similar problems to those experienced by the principals because their schedules were alike. They also mentioned the element of time allocated for training as the most prominent factor hindering their level of understanding of the training itself. This indicates that time for training should be increased to help cater for better understanding.

Secondly, the issue of distant venues to conduct training was another feature in the spotlight, and lastly, the facilitators who were not well conversant and knowledgeable about their subject matter were mentioned. Schools or science centres should be utilised as central venues for training to avoid participants travelling long distances, and save schools' financial resources.

HODs

As heads of different subjects, those whose luck was on their side got at least three full days of training, but others did not receive any training. Time was always a challenge in the sense that not everyone got a fair chance to attend training. Therefore, time schedules should be drawn up to accommodate all subjects in a way that does not disturb the learning and teaching time. Should there be follow-up meetings for different subjects, and everyone should benefit. This challenge was followed by the mention of the insufficient supply of teaching materials. People had to share resources, so for everyone to get an equal share, statistics on the number of attendants should be drawn well in advance to overcome shortages.

Educators

With educators, things seemed much tougher since they are the majority in any institution. This affected them in various ways. Some subject educators were not invited for training, so for this challenge to be overcome, the department should make it a point to allocate training for each subject educator separately so that everyone can be trained. Bringing training centres to nearby schools to gain more access to participants and reduce the travelling time, saving financial resources and catering costs, were also mentioned. That will also improve the attendance rate for educators.

SGB parents

The problems the parents had were related to their level of education because, when elected, education did not play any role. This meant that any person who is a parent could be part of the SGB, irrespective of their level of education, impacting on their level of willingness to help learners and the parents' attitude towards education. To help curb the calamity, schools must try to balance levels of education when electing parents to the SGB, by choosing those who are skilled and educated, or those who understand the principles and policies of education. Training centres or schools should be used as training venues to eradicate all the elements of travelling, and the spending of school finances to help subsidise travel costs.

Therefore, financial resources should be used appropriately in order to save for the future.

4.5   CONCLUSION

Chapter Four presented the statistical and descriptive data gained from the questionnaires and interviews. SPSS was used as the statistical technique for analysing the data. Various figures and tables were discussed in presenting the results of the questionnaires. The findings revealed the perceptions of the various respondents of the study. The following issues were highlighted during the analysis of the data:

- The respondents answered all the questions in the questionnaire. This indicates that the language used in the questionnaire was understandable to all the respondents, and the questions were deemed relevant and worth answering.
- The respondents' answers were widely scattered across the various measuring scales that were used. Clearly, respondents had different views and perspectives on the issues being examined. This suggests that the instrument did not direct their answers towards any particular response.
- In the interviews, participants shared their thoughts by giving what seemed to be realistic answers to the questions. The difference in their levels of education, positions occupied, and their roles and responsibilities gave a clear demarcation of their level of knowledge and understanding in responding.

The findings of the study, recommendations and conclusions, are presented in the following chapter.

CHAPTER FIVE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   OVERVIEW OF THE STUDY

This chapter begins by presenting a broad overview of the study and briefly outlining the key content or ideas of each chapter.

In **Chapter One**, the background of the study, the problem statement, research questions, aims, significance, and the demarcation of the study were presented. Moreover, the research design, methodology and research framework were explored and discussed.

The literature review in the **second chapter** highlighted critical inputs for the study concerning the challenges experienced by educators in the implementation of the new curriculum. This served as a framework for the next chapters.

Chapter Three was devoted to an elucidation of the research methodology and design of the research process with regard to the specific procedures, research population and sample, instrumentation, data collection and analysis.

Chapter Four focused on the empirical research component. In this chapter, the responses of the respondents were presented and elucidated by means of charts and tables, accompanied by a detailed analysis and interpretation. Finally, **this chapter** outlines the conclusions that emanate from the findings of the investigation, as discussed in the previous chapter. Certain recommendations are therefore made in respect of these for improvement in the implementation of the new curriculum. Reference is also made to certain limitations of the study and areas for future research.

5.2 MAJOR FINDINGS IN IMPLEMENTING CURRICULUM CHANGE IN MAN'OMBE CIRCUIT OF MOPANI DISTRICT

Given the findings discussed in the previous chapter, this section examines the features that emerged as significant challenges in implementing curriculum change in the Man'ombe Circuit of Mopani District.

5.2.1 Lack of experience

The questionnaire aimed to assess whether educators' experiences might be a contributory factor in the implementation of the new curriculum. As discussed in Section 4.2.4, educators in the Man'ombe Circuit had considerable teaching experience, with many of them having been employed as teachers for more than 15 years. A lack of experience by educators in the circuit was thus not a feature contributing to the challenges in the implementation of the new curriculum.

5.2.2 Planning and design of teaching and learning activities

Chapter Four showed many of the respondents had a problem in planning and designing teaching and learning activities. No effective teaching and learning can take place without effective planning. A lesson plan is the level of planning drawn directly from the work schedule. It describes teaching, learning and assessment activities that are "to be implemented in any given period of time" (Department of Education, 2002) concretely and in detail. A lesson plan could range in duration from a single activity to a terms' teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *how* (that is, teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

The lesson plans are designed to ensure opportunities for learners to achieve the learning outcomes and assessment standards of that learning area. Individual teachers are expected to prepare their own lesson plans to support teaching, learning and assessment in their particular classrooms. It is therefore evident that there are many issues involved in lesson planning. An educator who is unable to plan OBE lessons will not be effective in teaching. Moreover, learners are unable to read and write because educators are ill-prepared in implementing the new curriculum.

5.2.3   Development of the learning programmes

The respondents also indicated that they were not able to develop learning programmes, which is the heart of OBE. Learning programmes, work schedules and lesson plans represent different stages of planning.

A learning programme is a phase-long plan that provides a framework for planning, organising and managing classroom practice for each phase (Department of Education, 2003:02). It specifies the scope of teaching, learning and assessment for the phase and is a "structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the Phase" (Department of Education, 2002). A learning programme is a tool used in ensuring that the learning outcomes for each learning area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The learning programme thus interprets and sequences the learning outcomes and assessment standards as specified in the curriculum into planned teaching, learning and assessment activities for a phase. It depicts what core knowledge and concepts will be used in attaining the learning outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered. The learning programme also considers how integration within and across learning areas will happen, and what resources are available and required to deliver teaching and learning. No one can succeed in teaching any lesson effectively without the ability to design a lesson programme. Respondents stated that the new curriculum emerged as a learning barrier for all the learners. This then implies that the quality of service rendered by an unprepared educator affects the academic achievement of learners.

5.2.4   Poor performance of learners

Most of the respondents were very concerned about the poor performance of learners, and they believed that the introduction of the new curriculum is responsible for their poor performance. This is a challenge for the educators, learners, parents and the Department of Education. As

mentioned earlier, many of the respondents indicated that they had a problem in implementing the new curriculum.

The research findings show that the respondents regarded OBE as one of the contributory factors to poor learner performance. Although the intention of OBE was to develop 'thinking learners', the fact that teachers struggled with its implementation meant that they failed to teach and consequently produced learners who cannot think for themselves. The teachers prepared policies rather than lessons that deal with content and skills. The system did not equip teachers to utilise the new pedagogy required to implement OBE successfully.

5.2.5   Mastery of the learning area

Many respondents indicated that they did not have enough knowledge of the subject matter they were meant to teach. This is surprising because all the respondents were qualified educators; it is a clear indication that educators are confused by the use of OBE in teaching and learning.

5.2.6   Ability to apply new teaching methods

One of the significant challenges faced by educators in the implementation of the new curriculum is their inability to implement new teaching and learning methods and strategies. The findings of this study revealed that educators are not able to use learner-centred teaching methods, such as cooperative teaching and learning methods.

5.2.7   Lack of professional development of teachers

Another challenge revealed by this study is a lack of professional development of teachers. Teachers tend to teach in the ways they were taught. They develop instructional repertoires that are consistent with their beliefs and attitudes about content and student learning. Often, these are firmly nested within the paradigm of teacher-centred instruction. But, if teachers are asked to shift to more student-centred ways of instruction, they should also adjust their beliefs to fit the new paradigm. To teach in the ways envisioned by reformers, teachers need strong content knowledge and the ability to change their pedagogical repertoire, underlying beliefs

and attitudes about it. To do this successfully, teachers need opportunities for deep learning of content, and opportunities to learn how to use reform-oriented strategies, practice those strategies in the classroom, and observe their effects on student learning. Therefore, standards-based professional development is the cornerstone of a successful standards-based system.

5.2.8 Understanding the role of the educator in the new curriculum

The respondents were confused about their role in the new curriculum. In the past, the role of the teacher was to impart knowledge to learners, and they were the only ones who were active in class. Educators today are confused by their new roles. These days, educators are considered learning mediators, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners. They are part of the community, active in citizenship and pastoral care, assessors and learning area specialists.

5.2.9 Lack of resources

Lack of resources, such as textbooks and teaching and learning aids, was also identified as one of the challenges in the implementation of the new curriculum. The new curriculum is learner-centred, and sufficient learning resources are therefore required by the learners.

5.2.10 Ability to apply new assessment methods

This study revealed that educators are unable to apply new assessment methods. This results in ineffective teaching and learning, and a high failure rate among learners.

5.3 RECOMMENDATIONS BASED ON THE FINDINGS

The following recommendations are made to improve the implementation of the new curriculum.

(a) These recommendations resonate with the literature which has not generally attributed challenges in the implementation of the new curriculum to educators' experience.

However, it is argued that even experienced teachers need to be motivated and updated on new methods and trends in their subjects, particularly when the curriculum has changed frequently in the preceding years. The constant change in the curriculum and the recent introduction of CAPS require even experienced educators to be trained in the new curriculum and its requirements.

(b) It was clear from the responses that none of the respondents was properly capacitated to implement OBE. It is important that all new curriculum innovation should be accompanied by intensive training for educators. This study, therefore, recommends that the introduction of the CAPS should be accompanied by extensive training for all officials, subject advisors and educators.

(c) The effective preparation of educators is key to effective implementation of the new curriculum. Schools need curriculum advisors to ensure that schools have all the required curriculum and assessment documents for the subjects to support teachers in effectively delivering the curriculum in the classroom. The teachers should also be supported in strengthening their subject content knowledge and in organising relevant co-curricular activities that moderate school-based assessments and organise workshops, courses, seminars for teachers' professional development.

(d) As discussed in Chapter Two, cooperative methods are widely recommended by educationists for effective teaching and learning. In cooperative learning groups, critical thinking is stimulated and students clarify ideas through discussions and debates (Johnson, Johnson & Smith, 2014). Spurlin, Dansereau, Larson and Brooks (2001:459) discovered that cooperative learning groups use higher-level thinking strategies and elaboration more often to achieve greater learning than those working individually or competitively. Kewley (1998:30) argued that peer collaboration encourages maximum student participation at the idea level, resulting in more flexible thinking, multiple solutions, and a clearer understanding of the steps leading up to those solutions. In light of this view, it is therefore recommended that OBE be implemented as a curriculum system that creates a competitive style of education. In this way, learning results in competitive learning for the learners and gives teachers the best opportunity after receiving training to lay the foundation for teaching and learning.

(e) Teaching practices, adopted through the new curriculum, require that learners participate in classroom activities, become more involved in the learning process, and take responsibility for their own learning. It also requires that teachers allow learners to work

at their own pace according to individual abilities and levels of development. Both teachers and learners are required to focus on predetermined results or outcomes that should be achieved during each learning process. It is envisaged that teachers, as facilitators in their own classrooms, will use a range of strategies, such as cooperative learning, experiential learning, inquiry or investigation, direct instruction, deductive and inductive learning, and problem solving.

(f) In line with national and international research, this study recommends that teacher development should be classroom- and curriculum-focused, and concentrate on improving learners' understanding and accomplishment to address the gaps in teachers' development as described by the *National Integrated Plan*. However, as the findings of this study showed, (1) teachers need to be more appropriately placed to teach phases and subjects for which they were trained, and (2) they should regularly be updated to cope with content and pedagogical changes in the curriculum.

5.4   RECOMMENDATIONS FOR FURTHER RESEARCH

This study focused on the challenges faced by educators in the implementation of the new curriculum. Since the study was mainly focused on the challenges faced by educators in the Man'ombe Circuit, it would be ideal if similar studies could be extended to other areas of the Mopani District or even other districts of the Limpopo Province.

In this study, the researcher used the quantitative and qualitative design approach. It is, therefore, recommended that further studies be conducted using other research designs. The study was also limited by the participants, which were limited to teachers in the Man'ombe Circuit. It is recommended that further studies should involve learners themselves so that the various problems can be probed from learners' perspectives. Nevertheless, the findings of this study could be vital in improving the educators' ability in implementing the new curriculum.

5.5   CONCLUDING REMARKS

Teachers' effectiveness is regarded as crucial to the success of the outcomes-based curriculum reform in South Africa. When the outcomes-based approach was introduced in South Africa in 2005, it was hailed as the saviour of our education system, contrary to the previous apartheid-

era approach, which was based on rote memorisation of facts. When the outcomes-based approach was put into practice, several challenges in using this strategy as a teaching method emerged.

Teachers complained that the language associated with OBE is too complicated, confusing and contradictory to be understood. The teachers also stated that the management of outcomes-based processes multiplied the administrative burdens placed on them. The situation is further complicated by the fact that the teachers were not adequately capacitated to deal with this transformation in the curriculum. Moreover, most teachers do not get accustomed to teaching according to specific outcomes, and they still teach the traditional content way.

This study explored the perceptions of educators concerning the challenges they experienced in the implementation of the new curriculum in the Man'ombe Circuit. The findings of the research revealed that the factors that contributed to the challenges of implementing the new curriculum are not only complex in nature but are also intertwined.

It became apparent from the literature review and the findings of this study that the Department of Education, educators, and instructional leaders are to blame for the challenges. This is critical because learners' performance depends on the way the subject matter is presented by the educators, how the learners actively interact with the learning experiences presented to them, and the environment in which learning takes place. Significant demand and emphasis are therefore placed on the educator to commit to improving their students' learning outcomes.

REFERENCES

BOOKS

Abraham, A.G. 2016. *The Imaginative Mind: Human Brain Mapping*. Leeds Beckett University. UK.

Babbie, E. 2001. *The Practice of Social Research*. Belmont: Wadsworth.

Babbie, E. 2004. *The Practice of Social Research*. Belmont: Wadsworth.

Babbie, E. 2007. *The Practice of Social Research*. 11th Edition. London: Thompson Wadsworth.

Best, J.W. 1959. *Research in Education*. Pearson: Allyn & Bacon.

Billings, D.M. & Halstead, J. 2012. *Teaching in Nursing*. St. Louis: Saunders.

Bless, C. & Higson-Smith, C. 2000. *Fundamentals of Social Research Methods: An African Perspective*. Cape Town: Juta.

Brink, H., Van Der Walt, C. & Van Rensburg, G. 2006. *Fundamentals of Research Methodology for Health care Professionals.* 2nd edition. Cape Town. Juta.

Brodie, K., Lelliot, A. & Davis, H. 2002. *Developing Learner-centered Practices through FDE Programme*. New Haven. CT: Yale University Press.

Brynard, D.J. 2014. *Introduction to Research*. 3rd edition. Van Schaik: Pretoria.

Burns, N. & Grove, S.K. 2003. *Understanding Nursing Research*. 3rd edition. Philadelphia: W.B. Saunders.

Carl, A.E. 2009. *Teacher Empowerment through Curriculum Development: Theory into Practice*. Cape Town: Juta.

Charles, C.M. 1995. *Introduction to Educational Research*. Longman Publishers: USA.

Creswell, J.W. 2009. *Research Design: Quantitative and Qualitative Approaches*. Thousand Oaks: Sage.

Creswell, J.W. & Plano Clark, V.L. 2011. *Designing and Conducting Mixed Methods Research*. 2nd edition. Thousand Oaks: Sage.

Dawson, C. 2002. *Practical Research Methods*. New Delhi: UBS.

De Vos, A., Strydom, H., Fouché, C.B. & Delport, CS.L. (Eds.). 2002. *Research at Grassroots: For Social Sciences and Human Services Professions*. 3rd edition. Pretoria: Van Schaik.

Duke, N.K., Pearson, P.D., Strachan, S.L. & Billman, A.K. 2011. *Essential Elements of Fostering and Teaching Comprehension*. Portsmouth: NH. Heinemann.

Dumminy, P.A. & Songhe, W.E. 1980. *Didactics: Theory and Practice*. Cape Town: Longman.

Ellis, J.W. 1990. "Informal Education: A Christian perspective". In Tony Jeff and Mark Smith (eds). *Using informal education.* Buckingham: Open University Press.

Flores, J.P. 2004. *Addiction as an Attachment Disorder*. Jason Aronson: Oxford.

Grundy, S. 1987. *Curriculum: Product or Praxis*? London: Falmer Press.

Harley, K. & Wedekind, V. 2004. "Political Change, Curriculum Change and Social Formation, 1990 to 2002" In L. Chisholm, (Eds) *Changing Class: Education and Social Change in Post-Apartheid South Africa*. London: HSRC Press.

Hoadley, U. & Jansen, J. 2002. *Curriculum: Organizing Knowledge for the Classroom*. Cape Town: Oxford University Press.

Hoadley, U. 2009. *Curriculum: Organizing Knowledge for the Classroom*. London: Oxford University Press.

Johnson, D.W., Johnson, R.T. & Smith, K.A. 2014. *Cooperative learning: The Foundation for Active Learning*. Minnesota. USA.

Leedy, P.D. & Ormond, J.E. 2005. *Practical Research: Planning and Design*. Upper Saddle River, NJ: Prentice Hall.

Lelliot, K. & Davis, E. 2002. *Curriculum Principles and Issues.* Boston: Pearson Education.

Lemmer, E. & Van Wyk, N. 2010. *Themes in South African Education*. Cape Town: Pearson.

Lorimer, F.W. 2010. *The making of Adult minds in a Metropolitan area*. Literacy Licensing. Amazon.

Makuwa, D.K. 2011. Characteristics of Grade 6 teachers. SACMEQ III Policy Issues Series No 2. Retrieved on 28 February 2011.

Malan, S.P.T. 2000. *The New paradigm of Outcomes-based Education in Perspective*. Pretoria: University of Pretoria.

Marsh, C. & Stafford, K. 1984. *Curriculum: Practices and Issues*. NY: McCraw Hill.

Mdutshane, N.V. 2007. *An Investigation into the Implementation of Curriculum 2005 in the Senior Phase*. A thesis submitted for the Degree of Master of Education. Durban: University of KwaZulu-Natal.

McMillan, J.H. & Schumacher, S. 2000. *Research in Education: A Conceptual Introduction*. New York: Harper Collins.

Moodley, G. 2013. *Implementation of the Curriculum and Assessment Policy Statement: Challenges and Implications for Teaching and Learning*. UNISA: Pretoria.

Moon, J. 2005. *Critical Thinking*. Bristol. ESCalate.

Mouton, J. 2002. *Understanding Social Research*. Pretoria: Van Schaik Publishers.

Mungazi, D. 1991. *Colonial Education for Africans: George Starks Policy in Zimbabwe*. New York: Praeger.

Neuman, W.H. 2011. *Social Research Methods: Qualitative and Quantitative Approaches*. 9th edition. Whitewater: University of Wisconsin.

Ornstein, A.C. & Hunkins, F.P. 2004. *Curriculum: Foundations, principles and issues*. Boston: Pearson Education.

Reed, Y., Davis, H. & Nyabanyaba, T. 2002. *Investigating Teachers' take-up of Reflective Practice*. Van Schaik: Pretoria.

Ross, A. 2000. *Curriculum Construction and Critique*. London: Falmer Press.

Sayed, Y. & Jansen, D. 2001. *Implementing Education Policies: The South African Experience*. University of Cape Town: UCT Press.

Schmuck, R.A. & Miles, M. 2014. *Organizational Development in Schools*. National Press Books: Palo Alto. CA.

Schultze, S. 2002. *Research Methodology*. Pretoria: Unisa.

Scrivener, J. 2011. *Learning Teaching*. MacMillan Publishers Limited.

Soanes, C. 2002. *South African Pocket Oxford Dictionary*. 3rd edition. Cape Town: Oxford University Press.

Spady, W.G. 2003. Outcome-based Education. *Critical Issues and Answers*. Arlington. American Association of School Administrators.

Spaull, N. 2012. *SA Learners Perform Poorly Relative to Local and Regional Standards*. University of Stellenbosch: Policy Brief.

Sunday Times Newspaper. 2012, January, 20. Transforming education in South Africa: Comparative Perspective of a South African Social work learning experience.

Taylor, N. 2006. Schools, Skills and Citizenship. *Jet Bulletin*, 15 (September), 1-10.

Tanner, D. & Tanner, L. 2002. *Curriculum: Theory into Practice*. New York: MacMillan.

Towers, J. 1998. *Close Encounters of the Complex Kind: Using Video tape in Education*. University of British: Columbia.

Tyler, R.W. 2000. *Basic Principles of Curriculum and Instruction*. The University of Chicago Press.

Van Deventer, I. & Kruger, A.G. 2011. *An Educators Guide to School Management Skills*. Pretoria: Van Schaik Publishers.

Van Der Westhuizen, P.C. 1991. *Effective Educational Management.* Haum: Pretoria.

Van Rensburg, G. 2010. *Research in the Social Sciences*. Pretoria: University of South Africa.

Wahyumi, D. 2012. *Understanding Paradigms, Cases, Methods and Methodologies*. University of Technology: Swinburn.

JOURNAL ARTICLES

Bekker, A.B., Demerouti, E.D., Boer, E. & Schaufeli, W.B. 2003. Job Demands and Job Resources: A Predictor of Absence, Duration and Frequency. *Journal of Vocational Behaviour*, 62:341-356.

Brewer, H. (2001). Ten Steps to Success. *Journal of Staff Development, 22*(1):30-31.

Classen, C. 1998. Outcomes-based education: some insights from complexity theory. *South African Journal of Higher Education*, 12(2):34-40.

Christie, P. 1998. Global Trends in Local Contexts: A South African Perspective on Competency Debates. *Discourse,* 18(1):55-69.

Desimore, L.P. 2002. Effects of Professional Development on Teachers Instruction: Results from a Three-year Longitudinal Study. *Educational Evaluation and Policy Analysis,* 24(2):81-112.

Hallinger, P. 2003. Leading Educational change: Reflections on the Practice of Instructional and Transformational Leadership. *Cambridge Journal of Education,* 33:329-352.

Hsu, C.Y. 2008. Taiwanese Early Childhood Educators Professional Development. *Early Childhood Development and Care*, pp 259-272.

Jansen, J.D. 2001. Image-ining Teachers: Policy Images and Teacher Identity in South African Classrooms. *South African Journal of Education*, 21(4).

Kewley, L. 1998. Peer Collaboration versus Teacher-directed Instruction: How two methodologies engage students in the learning process. *Journal of Research in Childhood Education,*13(1):27-32.

Morgan, D.L. 2007. Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods. *Journal of Mixed Methods Research,* 1(1):48-76.

Msila, V. 2007. From Apartheid Education to the Revised National Curriculum Statement: Pedagogy for Identity formation and Nation Building in South Africa. *Nordic Journal of African Studies,* 16(2).

Park, M. & Sung, Y.K. 2013. Teacher's Perceptions of the Recent Curriculum Reforms and their Implementation. *Asia Pacific Journal of Education,* 33(1):15-33.

Shalem, Y. & Slonimsky, L. 2002. Can We Close the Gap? Criteria and Obligation in Teacher Education. *Journal of Education*, 24:5-30.

Spurlin, J., Dansereau, D., Larson, C. & Brooks, L. 2001. Cooperative Learning Strategies in Processing Descriptive Text: Effects of Role and Activity Level of the Learner. *Cognition and Instruction,* 1(4):451-463.

Taylor, N. 2006. Schools, Skills and Citizenship. *Jet Bulletin,* 15 (September):1-10.

Wahyuni, D. 2012. The Research Design Maze: Understanding Paradigms, Methods, Methods and Methodologies. *Journal of Applied Management Accounting Research,* 10(1):69-80.

LEGISLATION AND GOVERNMENT DOCUMENTS

Department of Education, 1997. *Curriculum 2005: Lifelong Learning for the 21st Century*. Pretoria: Government Printers.

Department of Education. 2000. *Outcomes Based-Education Policy*. Pretoria: Government Printers.

Department of Education. 2002. *National Curriculum Statement Grades 10-12 (General), Physical Sciences*. Pretoria: Government Printers.

Department of Education, 2003. *National Curriculum Statement*. Pretoria: Government Printers.

Department of Education, 2003. *Teachers Guide for the Development of Learning Programmes in the Foundation Phase*. Pretoria: Government Printers.

Department of Education, 2004. *Teachers Guide for the Development of Learning Programmes in the Intermediate Phase*. Pretoria: Government Printers.

Department of Education, 2004. *Exploring the RNCS in the Intermediate Phase*. Pretoria: Government Printers.

Department of Education, 2008. Foundations for Learning Campaign. *Government Gazette No. 30880*, 14 March.

Department of Education, 2011. *Report of the Annual National Assessment of 2011*. Pretoria: DoE.

Department of Education, 2012. *Report of the Annual National Assessment of 2012*. Pretoria: Government Printer.

Department of Education, 2012. *The State of Literacy Teaching and Learning in the Foundation Phase.* Pretoria. Government Printers.

Education Labour Relations Council, 1999. *Policy Handbook for Educators*. Pretoria:

Government Printers.

National Education Policy Act, Act No. 27 of 1998.

INTERNET

Armstrong-Melser, N. 1999. Gifted Students and Cooperative Learning: A Study of Grouping Strategies. *Roeper Review,* 21(4):315-316.

Bastien,   S.   2006. *12   Benefits   of   Hiring Older   Workers.* Retrieved   from http:entrepreneur.com/article/167500.

APPENDIX A: QUESTIONNAIRE

CHALLENGES IN THE IMPLEMENTATION OF THE NEW CURRICULUM IN THE MAN'OMBE CIRCUIT OF MOPANI DISTRICT, LIMPOPO PROVINCE

Dear participant,

You are hereby requested to complete the following questionnaire. The purpose of this questionnaire is to investigate the challenges experienced by educators in the implementation of the new curriculum. Please answer the following questions by putting a cross (X) in the appropriate space or writing short and specific sentences.

SECTION A

Indicate your teaching experience by putting a cross (X) in the appropriate block.

	5-10 years
	11-15 years
	16-20 years
	21-25 years
	26-30 years
	31-35 years
	36-40 years

SECTION B - QUESTIONNAIRE SURVEY

Respond to the following questions by putting a cross (X) in the appropriate block. Where possible write short and specific sentences. Strongly Agree, Agree, Not sure, Disagree, Strongly Disagree

Strongly disagree-5	Disagree-4	Not sure-3	Agree-2	Strongly agree-1	**Questions**
					1. I am able to plan and design teaching and learning activities.
					2. I am able to develop my own learning programs.
					3. My learners perform very poorly.
					4. I have an excellent grasp of my learning area.
					5. I am able to apply different teaching methods and strategies to promote the needs of learners.
					6. I attend professional development sessions.
					7. I understand the roles of the educator in the new curriculum.
					8. Our school does not have enough resources such as textbooks and teaching aids.
					9. I am able to apply different assessment methods and techniques.
					10. I am able to conceptualize policies of the new curriculum.

72

APPENDIX B: INTERVIEW QUESTIONS

The purpose of the questionnaire is to assist your reactions to the implementation of the new curriculum. There is no wrong or right answer, what is needed is to get a sense of how you feel and see issues from your perspective. You need not write your names on the questionnaire.

Please complete all questions.

(a)   What are the challenges affecting the working conditions of educators in the Man'ombe Circuit schools?

_____

_____

_____

_____

_____

(b)   What is the role of the school management teams in the implementation of CAPS (Curriculum Assessment Policy Statement)?

_____

_____

_____

_____

_____

(c)   What are the strategies that can be harnessed to elucidate issues of curriculum change?

_____

_____

_____

THANK YOU FOR YOUR CONTRIBUTION

APPENDIX C: LETTER TO THE CIRCUIT MANAGER ASKING PERMISSION TO CONDUCT RESEARCH

P.O.   Box   3410

Giyani

0826

24 February 2019

Enq: Baloyi H.R

Cell:079 652 0620/ 083 266 5213

The District Manager

Mopani District

P/Bag x 578

Giyani,

0826

Dear Sir/Madam

PERMISSION TO DO RESEARCH IN MAN'OMBE CIRCUIT

1. I am requesting permission to conduct research in ten schools in the Man'ombe Circuit.

2. The research is part of my Masters Degree at the University of Venda.

3. The topic of my research is "**Challenges in the implementation of the new curriculum in Man'ombe Circuit, Mopani District of Limpopo Province".**

4. A short questionnaire will be administered to ten teachers per school and the research will be conducted from the 3rd March to 15th April 2019.

5. The questionnaires will not be completed during working hours.

6. Hoping to receive your favorable consideration.

Yours faithfully,

Baloyi HR

 ....

APPENDIX D: A LETTER TO THE PRINCIPAL REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

P.O. Box 3410

Giyani

0826

24 February 2019

Enq: Baloyi H.R

Cell:079 652 0620/ 083 266 5213

The Principal

……………………………………………

……………………………………………

……………………………………………

……………………………………………

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH AT YOUR SCHOOL

1. The above matter bears reference.

2. I am Masters Degree student at the University of Venḓa who would like to conduct a research at your school.

7. The title of my dissertation is: "**Challenges in the implementation of the new curriculum in Man'ombe Circuit, Mopani District of Limpopo Province".**

3. I have planned to conduct my research from the 3rd March 2019 and the research will not interfere with normal teaching and learning.

4. A short questionnaire will be administered to ten teachers at your school.

5. Hoping to receive your favorable consideration.

Yours faithfully, Baloyi,

H.R.

………………………….

APPENDIX E: A LETTER TO THE PARTICIPANTS (EDUCATORS)

<div align="right">

P.O. Box 3410

Giyani

0826

24 February 2019

</div>

Enq: Baloyi, H.R

Cell:079 652 0620/ 083 266 5213

Dear Madam

RE: INVITATION TO PARTICIPATE IN RESEARCH

I hereby request you to participate in a one-day academic research which I will conduct at your school.

I am a Masters Degree student working on a dissertation with the title, "**Challenges in the implementation of the new curriculum (CAPS) in Man'ombe Circuit, Mopani District of Limpopo Province"** and I would like share your views, opinions and experiences.

I have planned to conduct my research from the 3rd March 2019 and you are requested to complete a short questionnaire after working hours.

I bank on your full support.

Thank you.

Yours faithfully Baloyi,

H.R.

………………………………

APPENDIX F: CONSENT FORM

I .... have read and understand the purpose of the research project and accept to partake in the study as requested. I understand the rules governing this research and I accept to participate in the research.

I understand that my identity and that of my school will be kept anonymous and that all information provided by me will be treated as confidentiality.

I understand that my participation is voluntary and that I am not obliged to share information that I do not feel comfortable to say.

Signature: …………………………….   Date: ………………………………

Researchers contact Details

……………………………………………

Write your address and contact number

……………………………………………………………………….

……………………………………………………………………….

……………………………………………………………………….

APPENDIX G: LANGUAGE EDITING CERTIFICATE

Between (the) lines editing

Leatitia Romero
Professional Copy Editor, Translator and Proofreader
(BA HONS)

Cell: 083 236 4536
leatitiaromero@gmail.com
www.betweenthelinesediting.co.za

17 September 2020

To whom it may concern:

I hereby confirm that I have edited the dissertation entitled: "CHALLENGES FACING EDUCATORS IN THE MAN'OMBE CIRCUIT IN THE IMPLEMENTATION OF THE NEW CURRICULUM, MOPANI DISTRICT, LIMPOPO PROVINCE". Any amendments introduced by the author hereafter are not covered by this confirmation. The author ultimately decided whether to accept or decline any recommendations made by the editor, and it remains the author's responsibility at all times to confirm the accuracy and originality of the completed work.

Leatitia Romero

Affiliations

PEG: Professional Editors Group (ROM001)
EASA: English Academy of South Africa
SATI: South African Translators' Institute (1003002)
SfEP: Society for Editors and Proofreaders (15687)
REASA: Research Ethics Committee Association of Southern Africa (104)

University of Venda