THE IMPACT OF CURRICULUM CHANGE ON SCHOOL DISCIPLINE: A CHALLENGE FOR SECONDARY SCHOOLS IN NIANI CIRCUIT IN VHEMBE DISTRICT OF LIMPOPO PROVINCE

by

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DECLARATION

I Tshibalo N. A declare that : *Impact of curriculum change on school discipline: A challenge for secondary schools in Niani Circuit in Limpopo Province* is my own original work and that all the sources used have been indicated and used by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.

Signature

08/09/2015
Date

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ABSTRACT

The impact of curriculum change on school discipline in secondary schools within Niani Circuit has been the focus of attention in this research study. The impact is central to issues such as: curriculum policy, curriculum design, curriculum implementation, curriculum innovation and curriculum assessment and outcome including leadership, management, academic and professional development as well as behaviour of participants.

The approach used for this study is quantitative design. Structured questionnaires were used as instrument for data collection from three categories of respondents namely principals; educators and learners. The sample was selected through systematic sampling using multiples of varied numbers.

Findings from data that was analysed statistically revealed that the drastic curriculum change by National Department of Education do have impact on school community either academically; professionally or behaviorally.

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CHAPTER 1: ORIENTATION

1.1. BACKGROUND TO THE RESEARCH STUDY;

Essentially, the 1994 first democratic election in South Africa saw a drastic curriculum change when the first democratic elected government introduced a 'single education system' for all South Africans whose curriculum (Curriculum 2005) was non-racial, non-sexist and equitable. Curriculum 2005(C2005) which focus on lifelong learning was coupled with "Outcome Based Education'' (OBE) methodology based on the *seven critical outcomes* whereby teachers act as facilitators and learners as active participators, including continuous assessment that aimed to evaluate learners' outcomes and to support growth and development through feedback from teachers.

Within a short space of time (1997), Curriculum 2005 was revised and renamed "Revised National Curriculum Statement" (RNCS) while teachers had not yet mastered all the principles of OBE. Further, few years down the line while teachers were not yet well informed about the RNCS, South African Education system yet witnessed another curriculum change whereby in 1999 the RNCS phased out and was replaced by the National Curriculum Statement (NCS) whose principles were based on the *nine critical and developmental outcomes* that are linked to the *seven roles of a teacher*, which was also subjected to change. Similar with the case of impact of curriculum change in Niani Circuit, Tshiredo (2013:1) argues that curriculum change in South Africa was purported to address problems of discrimination and inequalities, which in essence did not succeed since failure to implement the NCS still persist and due to these persisting problems which are left unattended learners are underperforming in schools in rural areas.

The NCS was not here to stay since while teachers were still struggling to master the NCS which seemed to had flawed in one way or another, the South African Education system introduced yet another new curriculum namely Curriculum Assessment and policy statement (CAPS).

In terms of the above mentioned, South African education system changes within a short space of time which also affect the curriculum, method of teaching as well as the assessment of learners, which in essence has a bearing on school discipline since, before teachers could master and implement the curriculum that is in place, the government will be introducing another new different curriculum policies, design, implementation and assessment strategies

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altogether, which confuses both educators and learners who do not conform to the outcomes that is expected of them. However, orientation of teachers in this regard is too minimal so much that before teachers could master the content, new different curriculum content will be emerging.

Unlike other curriculums in African countries and abroad, South African curriculum changes within a short space of time. Apparently since 1994 till date (2014) all the nine provinces in South Africa, Limpopo province (where this research is based) inclusive had witness political leadership of four Ministers of Education who influenced these four curriculum changes within the period of twenty years, which in essence had an impact on school discipline. This research intends investigating the impact of curriculum change on school discipline in Niani Circuit of the Vhembe District in Limpopo Province.

1.2. STATEMENT OF THE PROBLEM

Secondary school teachers face many curriculum challenges which are unique to their teaching profession (Hammack & Grayston, 2009: 836). The NCS curriculum change brings so many challenges amongst school communities in regards to curriculum design, management, implementation and assessment strategies which is centralized in the Department of Basic Education and brought down to schools as packages to be implemented Orientation and training of teachers on the new curriculum is minimal and ineffective as there is no assessment done during training workshops and no certificates issued to show that indeed teacher trainees did qualify in specific subject of their field of specialization (Hoodly & Jansen, 2009: 207).

Further, no follow-ups in terms of monitoring and mentoring of teachers is done by subject advisors and trainers. Moreover, curriculum changes are coupled with new terminology which also confuses teachers and learners, for example: subject = learning area; scheme of work = work schedule, lesson preparation = lesson plan, test = assessment and so on. However training of teachers for their respective subject of specialisation is in a cascade method to an extend that information is diluted from top-down (Hoodly & Jansen, 2009: 158-159).

Teachers are unable to manage their time effectively since time for preparing lessons is slim as much work is on compiling portfolios. Most of the assessment is done in a form of a common paper which is centralised at district or circuit level. This influence teachers not

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concentrate on the whole content of the curriculum to be covered, but to focus much on examination without taking into account outcomes on the part of the learners.

The new NCS curriculum focuses much on oral work and ignores learners' activities such as reading and writing. The issue of rural based environment where Niani Circuit is situated also brings more challenges; the NCS curriculum is more of urban set-up where there are adequate infrastructures like classrooms, laboratories and equipment like electronic devices to surf information in the internet.

Late supply of learner support materials such as books and stationary also affect teachers since following the NCS curriculum some of the books are supplied quarterly bases, Grade 12 classes inclusive. Unlike the former national education curriculum, some of the standards of NCS curriculum pass mark in some of the subjects have dropped from 40% to 30% which is detrimental to the future prospects of learner who experience problems of admission in tertiary institutions.

The NCS curriculum change created problems of teaching that negatively impacted on the quality of teaching and learning in schools within Niani Circuit in Limpopo Province.

1.3. RESEARCH QUESTIONS

To investigate the impact of NCS curriculum change on school discipline within Niani Circuit, researcher was guided by the following questions:

(a) What are the attitudes of school principals toward curriculum change?
(b) To what extent is teachers' capacity building on issues relating to NCS curriculum change employed?
(c) What are perceptions of principals towards implementation of the new curriculum?
(d) To what extent are principals' effectively maintaining teacher and learner discipline during introduction of NCS curriculum change in schools?
(e) How do school principals manage infrastructure, equipment and teaching and learning materials to facilitate curriculum change in schools?

1.4 AIM OF RESEARCH

Against the background of the statement of the problem and the questions of research, the general aim of this research was to investigate the impact of curriculum change on school

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discipline, and the extent to which School Management Teams (SMTs), teachers and learners are coping with the abrupt change of curriculum in their respective schools. To achieve this aim, I embarked on the following objectives.

1.5. OBJECTIVES OF RESEARCH

Taking into account the aim of this research study, I therefore identified the following objectives that also served as a guide in researching the problem mentioned above thus:

(a) To determine the attitudes of the school principals toward curriculum change.
(b) To explore the extent to which teachers are capacitated towards NCS curriculum change?
(c) To examine the perceptions of teachers towards implementation of new curriculum?
(d) To investigate whether SMTs are effectively maintaining teacher and learner discipline during curriculum change?
(e) To explore whether schools have adequate infrastructure, equipment and teaching and learning materials to facilitate curriculum change in schools.

Subsequent to identification of the statement of the problem, aim of research and research objectives of this study, the discussion then focused on research design and methodology.

1.6. RESEARCH DESIGN AND METHODOLOGY

As stated above, this section was central to research design and methodology. The design focused on the research approach whereas the methodology reflected on survey method which was central to processes and procedures, including tools for quantitative data collection, which involved issues such as: population, sampling and sample, instrumentation and data analysis and interpretation. The first subsection of this theme presented the research design thus:

1.6.1. Research design

In this study researcher used quantitative design. This type of design deals with data which is essence numerical. Accordingly, a design in research is a "blue print'' or "detailed plan or structure" Msweli, 2011:58; Babbie & Mouton, 2009:74).

Within this context, a plan or blueprint depicts something to be implemented systematically according to specifications and without deviations. Quantitative design approach according to McMillan and Schumacher (2001) is characterized by the following:

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- Explicit description of data collection and analysis procedures
- Scientific measurement and statistics
- Deductive reasoning applied to numerical data
- Statement of statistical relevance and probability.

Similarly, unlike qualitative approach, researcher was not completely immersed in the study to avoid bias. Apparently, qualitative research presents statistical research presented with numbers. The purpose of research design according to Wiersma (1991:81) is two-fold:

- *to provide answers to research questions and*
- *to control variance.*

Therefore, aim of quantitative approach is to objectively measure the social world by means of standardized statistical procedures. Therefore, quantitative design assist in understanding and interpreting results of the study and ensure that a researcher obtain usable results (Wiersma (1991:81-82).

This section focused on quantitative design which is a preliminary plan by which a research gets underway. The next item discussed research methodology which dealt with processes, and procedures as well as tools for data collection for this particular study.

1.6.2. Research methodology

Since, this study was a descriptive social research, whereby researcher described situations and events, the methodology employed followed a survey method, whereby researcher's aim was to examine the impact of curriculum change on school discipline and to further establish the feelings, attitude of teachers and learners towards curriculum change.

Research methodology according to Mouton and Vorster (1998:75) refers to a process, kind of tool and a procedure that is used for data collection, data analysis and interpretation. This means that methodology refers to ways and means of collecting data from participants and further anlyse and interprets the meaning. The following are the elements of the research population which will be discussed below namely: population. Sampling and sample instrument and data collection procedure, and data analysis and interpretation. The following are elements of research methodology thus:

1.6.2.1. Population

Babbie & Mouton (2007:100) state that a population for a research study refers to a group especially that of people about whom we draw conclusions. In a juxtaposed way a population is a group of people from whom the sample is drawn through sampling. The

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population of this research was central at 15 primary schools within Niani Circuit in Limpopo Province. The 15 principals and approximately 150 educators as well as 6000 learners also form part of the population. The three target groups in respective institutions composed the total number of the population that researcher focused upon.

The principals were selected because of their role of leadership as curriculum managers and monitors whereas teachers were selected because of their responsibilities as curriculum implementers and learners as recipients or consumers of the new curriculum.

1.6.2.2. Sampling and Sample

Babbie & Mouton (2007:163) assert that sampling is a process in which researcher make few observations and generalize from those observations to a more wider population. This technique involves selection of a 'random sample' from a list containing the names of every element of the population researcher intends studying. This may be referred to as the method of selecting large representative sample for social science research.

Essentially, there are two types of sampling methods namely probability sampling based on quantitative design and non-probability sampling based on qualitative design, each with its type of sampling design (Ibid:163). In this particular research, I employed systematic sampling based on probability approach whereby every K element or number in the total list is chosen systematically for inclusion in the sample. In practice systematic sampling is identical to simple random sampling since empirically their results are eventually identical, even though in some instances systematic sampling is more accurate than simple random sampling (ibid:190).

In this study, researcher used 'systematic sampling' whereby multiples of 3 were used to reduce the total population of 15 principals and multiples of 6 were used to reduce the population of 150 educators, whereas multiples of 200 were used to reduce the total population of 6000 learners into a smaller workable number. The diverse samples of principals, teachers and learners reflected above were obtained by dividing the total population of each category by a randomly selected number that constituted multiples thus:

15 principals by 3 = 5

150 teachers by 6 = 25

6000 learners divided by 200 = 30

The total sample for the total population was comprised of 60 participants/respondents.

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1.6.2.3. Instrumentation

The design for this research study followed the quantities approach whereby questionnaires were used as an instrument for data collection. A questionnaire according to De Vos, 2001:89; De Vos, 2001:89) is an instrument with open or closed questions or statements to which a respondent should react. Questionnaires were designed and moderated by the supervisor before piloting them to people who were not part of the sample so as to ensure validity and reliability in terms of semantics and syntactical errors (De Vos, 2001:89). Corrections of other language errors were also done before they were distributed to respondents who were part of the sample. Researcher personally collected all the responses for analysis.

1.6.2.4. Data analysis and interpretation

Quantitative data in this study was analysed statistically through a programme of SPSS version 18, which is an electronic method of systematic entering and processing data in a computer. Essentially information collected from respondents through questionnaires was statistically processed through a computer whereby the scores of structured tables, graphs, and pie-charts were captured in a form of frequencies and percentages, which informed the researcher in the interpretation of data.

1.7. Significance of the study

The research will contribute towards scholarship since it will remain the property of the University of Venda Library whereby prospective researchers, lecturers and students for Curriculum Studies will benefit when using it as a reference and advance on what the current researcher has investigated. The library could process it and distribute it electronically in the website for access by the entire scholars of the world such as curriculum policy makers or curriculum planners, curriculum managers, curriculum advisors and curriculum implementers will also benefit from what the researcher has recommended and further improve on the current situation.

1.8. CONCEPTUAL FRAMEWORK

1.8.1 The concept of curriculum

Before conceptualising curriculum change and its impact on discipline it is imperative to examine the meaning of the concept of curriculum. There are varieties of definitions of the term 'curriculum' but there is no one writer who has ever produced a definition that is

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acceptable to all educationists. Stenhouse (1986) regards curriculum as a 'regular course of study at a school or university' which has been used since the seventeenth century.

Stenhouse (1986:1) further state that a curriculum has a form, structure, rule or principle, characterized proper correspondence between various parts or elements, marked by steadiness or uniformity of action, procedure, comfortable to some adopted rule or standard. In terms of the aforesaid, a curriculum is a model plan which lays down 'the what' and 'the how' of teaching a particular subject in each year of the school by a qualified professional teacher.

According to Stenhouse (1986; 1-2), curriculum is a 'book of instruction' to teachers or 'master plan' which also makes statements about 'aims.' Stenhouse further, asset that curriculum is what happens to children in a school as a result of what teachers do, and includes all of the experiences of children for which the school accept responsibility. This means that presumably a curriculum can be reduced to what is actually going on in a school or classroom or what is intended in a school situation. Furthermore, Stenhouse argues that curriculum is seen either as: an intention, plan or prescription, an idea of what one would like to happen or existing state of affairs in schools what does in fact happen. In view of this statement, what teachers aim, plan, or prescribe about what they teach or develop children should be accomplished or achieved since curriculum is concerned about relationship between two views of curriculum namely –as 'intention' and as 'reality'.

Importantly, some of the scholars such as (Stenhouse 1996;1-2) sees curriculum in different form in diverse levels of education such as: 'curriculum as plan' which implies a document of 'what is taught'or a plan to be used as a 'blueprint' for teaching and /or subjects to be taught (syllabus), which also involve the dimension of how it will be presented and assessed. Other views of curriculum addresses the aims and objectives of a specific field of study, kinds of needs, resources, and learner support materials.

The other level of definition concerns 'curriculum as practice' which revolves around what is intended to what actually happens, which focuses on all the experiences of both an educator and the learner at a school. In terms of the above mentioned, experiences relates to changes that takes place within the ambit of teaching and learning situation or what the educator and learner discover, learn or interact during the process, of which some of these

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are not planned hence 'hidden curriculum,' curriculum as practice also implies: experienced curriculum, actual curriculum or the implemented curriculum.

'Curriculum as a social construct' as the third aspect simple means that curriculum is constructed by people within the society with a set of beliefs and values (ideology). The ideology of discriminated (apartheid) curriculum constructed by H.F. Verwoerd was based on separate development among the races of South Africa as was politically intended since curriculum planning, design, management and implantation in schools cannot be isolated from politics.

1.8.2. Curriculum change in South Africa post 1994

Curriculum is the pillar and cornerstone of the school or the heart of the school, it comprises all activities taking place at school. However if curriculum is the pillar or heart of the school, when it changes, it means that everything should change, like planning; organizing; teaching method and assessments. Every stake holders should change in terms of actions and behaviors and, that's where resistance and challenges are met (Hoadly & Jansen, 2009: 207)

South African education system saw a number of curriculum changes since the inception of democratic government in 1994 whereby the plan for newly constructed outcomes-based education (OBE) system known as Curriculum 2005 (C2005) coupled with the principle of National Qualification Framework (NQF) was constructed and adopted for particular levels in pre-tertiary institutions (Hoadly & Jansen, 2009: 207)

1.8.3 School climate

There is not one universal definition of the concept school climate as scholars in this field use variety of terms such as: atmosphere, feelings, tone, settings or milieu of a school. To advance on the definition of school climate, Cohen, McCabe, Mitchelli & Pickeral, (2009), argues that 'School climate' refers to the 'quality and character of the school.' Apparently this is based on the patterns of people's experiences of school life. Essentially, school climate reflects norms, goals values, interpersonal relationships, teaching and learning practices and organisational structures.'' Importantly, Cohen et al (2009:23) state that school climate is more than individual experience since it reflects 'group phenomenon' that is larger than a person's experience.

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Further, a positive school climate fosters youth development and learning necessary for productive and satisfying life in a democratic society.

In terms of the above mentioned, school climate is analogous to school discipline since it is based on people's experiences that are central to school life and in turn reflects: 'norms, , values, and expectations that supports people feelings socially, emotionally and physically safe'. Within a scenario of school climate, peoples are engaged and respected.

This implies discipline. In such a setup, students, educators and parents work together to develop live and contribute to share school vision, while nurturing an attitude that emphasizes benefits and satisfaction from learning. In this situation each person contributes to the operations of the school life (i.e. safety, relationships, teaching and learning, the environment)as well as the larger organisational patterns (Bailey, 2002:1).

As with school discipline, school climate is associated with and/or predictive of academic achievement, school success, effective violence prevention, student's healthy development and teacher retention. Added to that, a complex range of internal and external factors shape and shade the individual and collective experiences of school life. This means that multitude factors shade significant group trends that in turn shape the quality and character of the school (Bailey, 2002:1; Cohen, et. al (2009:23).

Ross, (2013:1) argues that 'equity' is intrinsic to all aspects of school climate work and state that definition of school climate can be modified to describe an "equitable school climate" as referring to the quality and character of school life that fosters children's, youth, and families full access to : supported learning, emotionally and physically safe learning environment, caring relationships with peers and participation that enhances academic and social-emotional, civic and moral development. Similarly school climate is relevant to vast and varied issues that promote school discipline (Ross, 2013:1).

In terms of the above, the term 'school climate', 'school culture' is used interchangeably with the concept school discipline.

1.9. ETHICAL CONSIDERATIONS

The researcher sort permission from Vhembe District Director, Niani Circuit Manager and School Managers before undertaking the process of data collection in schools.

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Since data collection involves people, it was necessary to discuss matters relating to ethical consideration since some inquiries dealt with sensitive issues (Punch,1998:281). Neumann (1997: 446) states that ethics balance the value of advancing knowledge against non-interference in the lives of others. Basically the most common aspects that are relevant to ethical issues are the following:

1.9.1. Informed consent

Informed consent as described by Berg (1995; 212) refers to knowledge acquired by respondents so as to participate free from any element of fraud, deceit, duress and unfair manipulation. This means that they should know the aim or purpose of what they are required to provide (information) and why are they required to do so. This ensures that individual participants are knowingly participating in the study on their own free will. Therefore, in this research study participants were not is forced to participate since participation was voluntary. Basically participants were briefed on the procedures and kinds of questions involved.

1.9.2. Privacy

In this research study individuals' right to privacy was considered when collecting data since their identity was not disclosed to the public in order to alleviate fear amongst participants. Consequently, individuals had the right to decide when, where, to whom, to what extent is their attitudes, beliefs and behavior will be revealed. In this sense researcher did not violate the basic rights of individuals as he was conscious enough not to invade the privacy of participants. Information collected is subjected to privacy until the report will be published (Babbie , 1983:455; Neumann, 1997:452).

1.8.3. Harm

In this research harm was avoided by all cost during data collection, since researcher did not place respondents in stressful, embarrassing, humiliating, enxiety-producing and unpleasant situation. Instead, he informed respondents about foreseeable risks and discomforts beforehand. Further, respondents who were vulnerable to harm were screened before the actual process of data collection and were informed to report to any ailment that may occur when completing questionnaire or the period after (Neumann, 1997:446).

1.9.4. Confidentiality and Anonymity

In this research, assurance was given to participants that information provided will be confidential, since it was purported to educational research and not for profit making. As a

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results their identity were kept secret from the public as their names were not publicly disclosed. Participants were informed that anything discussed or provided in the questionnaire will be treated as confidential. As regards anonymity, participants were given assurance that they will remain anonymous since fictitious names or letter of alphabets will be used instead in order to keep their identity anonymous (Neumann, 1997:453; Berg, 1995:213).

1.10 VALIDITY AND RELIABILITY

Validity alludes to the degree in which the explanations of the phenomena match the realities of the situation or environment. i.e. interpretations have mutual meaning between the participants and the researcher. To measure the validity of the instrument, researcher initially submitted the questionnaires to the supervisor for discussions and corrections of aspects such as structuring, relevance and language errors. To ensure reliability researcher initially piloted the questionnaire to two schools that were not part of the sampled schools to verify and to establish some errors before the actual data collection.(McMillan and Schumacher, 1993:391).

1.11. DELIMITATION.

Ideally this study was central to NIANI Circuit in the Vhembe District of the Limpopo Province. It focused upon rural Secondary and Primary Schools within NIANI area. It involved Principals, Educators and Learners in schools. It is limited to challenges facing school managers, educators and learners on the NCS curriculum change and its impact on school discipline. NIANI Circuit is delimited to the following areas or chiefs namely Mutele, Tshikundamalema and Manenzhe.

Further, this research is based on issues revolving around curriculum change and its impact on school discipline – its influence on school leadership and management, monitoring and assessment.

1.12. DEFINITION OF TERMS.

1.12.1 Impact – The Free online dictionary Oxford Dictionary define the term "impact" to mean the striking of one thing or body against another or simply a collision, a force or impetus transmitted by a collision. In education, impact may refer to results or effect of one thing on another whereby impacting of curriculum or course of study in a school situation can reshape, depict bring about good or bad results. However, the impact could be positive or negative (*Mendly, 1997:3)* Flanders, 1997:2)

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1.12.2 Curriculum is subject matter or series of written documents like books and syllabi. Some of the writers in the field define this term as referring to "a set of school experiences" which is larger than a "subjects" since it include extracurricular activities such as lunch, play (physical exercises) sports and other nonacademic activities qualify as part of the curriculum. A more modern definition of this term is ascribed to "a plan tied to goals and related objectives''. This suggests a process of choosing from among the many possible preferred value-laden activities. Since curriculum is purposeful and defined in education, activities shape the behaviour of learners. The other definition of this term suggests that curriculum is drawn from outcomes or results. This implies that it target the specific knowledge, behaviour, and attitude for students.

1.12.3 Curriculum change

To manage curriculum change, school leaders should involve their staff or sometimes learners at multiple levels. Methods and resources of used for engaging staff in designing and implementing curriculum change also model important aspects of curriculum change itself. Curriculum change focus on inquiry based approach in order to encourage the students to take more responsibility for their own learning (Hoadely & jansen: 2009; 216)

1.12.4 School Discipline

School discipline suggests everything that happens at a school. This concerns issues relating to academic activities, as well as behaviour of participants on the ground. This refers to every activity that happens at school including good behavior shown by school community and it also relate to the code of conduct in that school. In this research, the term *School climate* has been used interchangeably with the concept of school discipline of the particular school. School discipline is characterized by clear vision, good attitudes and moral behaviour, adherence to legislative and administrative policy and thereby yields acceptable developmental outcomes (Clarke, 2007;151-156)

1.12.5. Circuit

Is an administrative office belonging to the Department of Education that is subordinate to the District office? It is headed by a Circuit manager who is subordinate to the District Senior Manager attached to the District office. The Circuit manager coordinates information between schools within the particular area and the District Office.

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1.13. CHAPTER DIVISION

This dissertation is divided into five chapters which are briefly summarized as follows:

1.13.1. Chapter 1: Orientation

This chapter focused upon: Background of the study; awareness of the problem; statement of the problem; research questions, aims of research, research design and methodology, significance of the study, ethical consideration, delimitation of the study, definition of the terms and chapter division

1.13.2. Chapter two – Literature review?

Comprised national and international literature on the concept of curriculum change: its implication, merits and effects and the roles, functions and challenges facing school managers (as curriculum designers, curriculum managers and curriculum developers) ;educators as curriculum implementers and learners (as recipients /consumers) in the maintenance of school discipline.

1.13.3. Chapter 3: Research design and methodology

This chapter involved the quantitative research design procedures and the research methodology which focused on the population, sampling and sample, instrumentation, and data analyses and interpretation.

1.13.4. Chapter 4: Data analysis and interpretation

This chapter focused on analysis of quantitative data collected through questionnaires rom selected respondents which were statistically analysed using tables, graphs and pie charts whereby results of frequencies are reflected in the form of percentages.

1.13.5. Chapter 5: Summary, findings, conclusion, recommendations.

As indicated above, chapter five of this dissertation involved the summary of the study, findings from analysed data, lesson learned from the findings (conclusion) and discussions based on the findings (recommendations).

This chapter addressed orientation of this study. The next chapter will focus upon research design and methodology.

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CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter focuses on literature review whereby researcher focused on reviewing national and international literature that is central to the discussion of the concept of curriculum, change management. There are vast and varied aspects of the concept curriculum that are acceptable to diverse scholars in education. Curriculum exists in different levels, groups and approach or versions.

2.2 THE CONCEPT OF CURRICULUM

The term curriculum is derived from a Latin word *curere* which means 'to run a course' (as in athletics, or horses run a course). In education this refers to 'courses of learning' (Hoadly & Jansen, 2009:35; Bayona, 1995:13). Stenhouse (1986:1) defines the term curriculum as a 'course especially a course of study as at school and university.' The dictionary further elaborates that the curriculum has: 'some rule or principle, characterised by: 'quality of form, harmony, steadiness, and conformity to standards.' This simply means that curriculum lays down the ground to be covered, ensures regularity and the method to be used in each subject of the year.

According to Stenhouse (1986:2) the curriculum 'is seen on the one hand as an intention, plan or prescription, an idea of what would like to happen in schools, on the other as the existing state of affairs in schools, what does in fact happen.' As with the above definition, this definition is also looking at a curriculum not as something that is of a real situation but an 'intention' that is prescribed for schools. On the same vein Kansas (1958), In: Stenhouse (1986:2) ascribe the curriculum 'as what happens to children in school as what teachers do. It includes all the experiences for children for which the school should accept responsibility.'

Curriculum means 'a list of everything the Education Department wants teachers to teach their learners,' or simply 'a list of subject content prescribed by the national education department.' This involves taught and assessed subjects prescribed by the Department of Education, including non-assessed practical subjects based on cultural dances, physical education, sports and music. Similarly, prescribed curriculum is also known as 'official curriculum' or 'official plan'. In addition, the term curriculum is not synonymous with the term 'syllabus' (Hoadly & Jansen, 2009:27-29).

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In a broader context, the term curriculum (curriculum) 'what is learnt.' In essence, the Department of Education first prescribes the curriculum; teachers are expected to teach the curriculum as prescribed by the Department and then learners learn exactly what teachers will be teaching. Curriculum can also be defined as something 'that is planed and prescribed to be taught to learners.' This view is called 'curriculum-as-planned' or 'as prescription.' Views curriculum as 'a planned document or a blue print for teaching,' meaning a content or subject to be taught or a 'syllabus' (Hoadly & Jansen, 2009: 63; Pratt, 1994, Salter & Tapper, 1981; Stenhouse, 1986).

Saylor & Alexander (1974) In: Bayona (1995:15) define curriculum 'as a plan for providing a set of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school centre.' However, a curriculum answers the questions of what should be taught and simultaneously involves a selection of particular content for teaching (Ibid, 35). Importantly, once a curriculum is prescribed by the Department of Education it becomes an 'official curriculum.'

The general understanding of the public about the definition of the term is referred to as "a subject matter or series of written documents like books or syllabi." Overtime some writers in the field came up with variety of definitions of curriculum as: "a set of school experiences" which is more that simply school subjects or written documents as it also involve: extracurricular activities such as lunch, play, sports and other non academic activities also qualify as constituents of the curriculum.

Being a researcher of this dissertation(I support the issue of curriculum as "a set of school experiences" since a school curriculum does not imply written document referred to as syllabi only but involves extracurricular issues as stated above. Further, curriculum is defined as "a plan tied to goals and related objectives." This definition is ascribed as more modern since it suggest a process of choosing from the many possible activities, one that is purposeful and value-laden and liable for shaping student behaviour''

Curriculum is also defined as something ''drawn from outcomes or results.'' this type of definition sees curriculum leadership as targeting specific knowledge, behaviour, attitudes for students and steering the school programme to achieve its goals. Apparently this is regarded as a highly active definition that accepts change in schools as normal aspect in planning. However, Wiles and Bondi (2007) define curriculum as a set of desired goals or values that

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bear activated through a developmental process and culminate in successful learning experiences for students. This definition is congruent to that of a set of school experiences and the one that emphasised on ''plan tied to goals''.

According to Schubert (1986) curriculum means whatever is advocated for teaching and learning, which includes school and nonschool environments, both overt and hidden curriculums; as well as broad as well as narrow notions of content, its development, acquisition, and consequences. This means that this term can be used both in the school environment or classroom situation and outside the school environment.. The narrow notions relates to those issues that are confine to the classroom, whereas the broad refers to those aspects that are relevant to the entire school environment.

My focus of attention is on the definition of school curriculum that is ascribed to the entire school environment. Walker(1990:5) assert that the term curriculum as ''the content and purpose of an educational programme in a school that involves subjects, learning activities, learning experiences and learning outcomes; whereas Curriculum 2005 (C2005):1997:10) define curriculum as everything planned by teachers which will assist in developing the learner. It would appear this definition echoes the above mentioned definitions which regard curriculum as something that concerns experiences of learners in a school situation. McNeil (1969:306)

In view of the above mentioned, there are vast and varied definitions of the term curriculum being defined in generally by diverse authors and those that are aligned to specific focus or dimension respectively.

2.2.1 Curriculum Leadership and management

The terms leadership and management implies two different things though people use them interchangeably since these two terms overlap i.e. leaders must be able to manage and managers should be able to lead. Duties and responsibilities associated with leadership require little responses from those of management (Coleman and Early.2005:6-25). A school principal that is charged with responsibilities of leading the school does a different task from one whose task is that of managing the school. This means there is difference between leadership and management functions albeit these terms are used interchangeably. However, leadership is about direction and purpose while management is about efficiency and effectiveness. According to Clark (2007:1), leaders look outward and to the future. They pre-empt that success derive from future –focused change, whereas managers look inwards to an

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extent that to them success is derived from in[illegible] systems of control, predictability and order. In essence, leadership is based on vision and mission statement, whereas management focuses upon monitoring, mentoring and appraisal or evaluation. Interestingly these aspects are intertwined so much that one cannot make progress without the other

Much as there is a difference between the concepts of leadership and management, this also applies in concepts of curriculum leadership and curriculum management as reflected in the sub-themes below.

2.2.1.1 The curriculum leadership

Before embarking on the concept of curriculum leadership, it is imperative to reflect briefly on what the term leadership implies. To start with, the concept of leadership has been defined differently by diverse authors. In view of the fact that there is multitude of definition on leadership, this research will reflect on the few who divulged the meaning of the term respectively.

Werner (2012:353), regards leadership as a "social process of influencing people to work voluntarily, enthusiastically and persistently towards a group or organizational goal". This implies that to lead is a social process of influencing people to work either voluntarily, enthusiastically or persistently with an aim to achieve a group or organizational goal. Werner further maintains that leadership is not restricted to formal position or authority since anyone irrespective of position in an organization can exert influence over others. Werner further asset that leaders inspire followers to: become passionate, achieve vision, do the right thing, implement change and creates momentum.

To Ivancevich and Matteson (2002:425) leadership implies "the process of influencing others to facilitate the attainment of organizationally relevant goals". Ivancevich and Matteson (2002:425) support Werner's definition but they did not include the issue of voluntarism and enthusiasm of those who are being influenced. They also stressed that the issue of leadership is not restricted to formal position.

Leadership does not take place in a vacuum, since there are three important variables with which leaders must deal namely: the people who are being led, the task that people are performing and the environment in which people and the task that the people are performing. In essence the three variables are part of all leadership situation not withstanding there are

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some leadership commonalities (Ivancevich and Matteson (2002:425). This was confirmed by Bennis, In: Ivancevich and Matteson (2002:425) who stressed that all leaders of effective groups share four characteristics in common thus:

- They provide direction and people they lead –remind people what is important.
  This implies that the ability to lead and manage people is the most important of many skills that a principal as SMT leader needs skills, since a school is people-intensive organizations. This means school leaders who regard leadership as career or trained as teams leaders enjoy working with people particulars teachers and learners who deserve to be guided. As such leaders like principals have responsibility of ensuring that staff members remain strongly focused on education tasks of curriculum design and implementation (Clark, 2007:39).
- They generate trust.
  In this instance a (Barna, 2010:99; Werner, 2012:199 and Coleman & Early, 2005:91) assert that relationships of trust amongst school leaders and professionals need to be established. This implies having much tasks as they need to be sure they feel good and can deliver the goods. Trust is more likely to emerge if the leader is an integral person and that a leader who is trustworthy "walk tall," and values and mission that are explicit in the organization are values that people see in the particular leader. To enhance trust a the school as a leader must have characteristics such bas honesty, encouragement, customer service, efficiency and taking care of subordinates,

- They favour action and risk taking – they are proactive and willing to risk.
  According to Barna (2010:99) leader makes things grow, this is done by means of taking risk. Good leaders regard risks as a natural extension of the capacities that they have already built as this is associated with taking the next step. This means that leaders who fear to take risk do not achieve the vision and mission of their institutions.
- They are purveyors of hope –
  Good leaders reinforce the notion that success will be attained in both tangible and symbolic ways.

Curriculum leadership involves a careful balance of instructional and administrative leadership responsibilities. This means that curriculum leadership is multi-faceted as it includes *inter alia* functions that cut across a number of roles affecting student achievement, professional development, professional accountability and curriculum development.

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This implies that curriculum leader is charged with responsibilities of community building and school improvement process which includes tasks of managing the instructional programme such as textbook adoption, maintaining subject area expertise and viewing student achievements, vision-building, tailoring standards and benchmarks to particular needs of students, communicating with stakeholders and managing the change process.
According to Wiles (2008) the role of a curriculum leaders embrace the dynamic role and go beyond expected responsibilities by establishing new directions, align people and resources, motivate participants.

On the same note, Spillane, Halverson & Diomand (2001) maintain that strong leadership at curriculum management level is also inclusive since it embraces work that is carried out collaboratively with individuals at different levels of systems and different systems of purviews over instruction. They further maintain that curriculum leadership does all what is relevant to curriculum management since it establishes new direction, align people and resources, motivate participants and assist school improvement process.

Essentially, the most effective curriculum leader assists subordinates and produce meaningful change for school improvement, since his/her main responsibilities as postulated by Spillane et al., (2004: 6-8) can be summarized as:

- To embrace the dynamic role and go beyond expectations:

  However, it is generally acknowledged that where there good schools there are good leaders. It is difficult to construct an account of school leadership grounded in every practice that goes beyond generic suggested practices.

- To establish new directions

  While there is advance literature about programmes, role and processes necessary for instructional change, communities know less about how these changes are undertaken or enacted by leaders.

- To align people and resources; and

  It is common knowledge that school curriculum leadership is not the sole task of the school principals, teacher-leaders and other professional also play an important role in instructional innovation. As such school principal may delegate expertise to be leaders in curriculum development.

- To motivate participants and aid school improvement processes.

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Literature provide us with some clear guidelines on what organizations and curriculum leaders can do to create a working environment that encourages individuals to give of their best and derive satisfaction from the work that they do.

This means that an effective curriculum leader must be someone who goes an extra mile, one who leadership vision and mission who is able to keep human and material resources at bay and have good skills of motivating and assist participants in the process of improving school programmes and activities.

Since the inception of curriculum 2005 in South African Education, there had been a need to provide curriculum leadership responsible for developing and implementing the national curriculum which in essence refers to the Revised National Curriculum Statement (RNCS) which was later considered ineffective and further upgraded to National Curriculum Statement (NCS), of which, through leadership, the South African education system also identified flaws and was subsequently also changed to Curriculum and Policy Statement (CAPS) which is currently implemented in schools (Naidu, Joubert, Menstry, Masoge & Ngcobo, 2008:190). This research study is focusing upon the impact of NCS in secondary schools.

Coleman (2003:83) argues that while curriculum leadership is identified at the level of school principal, the level that likely to have the greatest impact on learning and teaching in the classroom is that of the HOD in a school or curriculum manager whose position is between the principal and deputy-principal. Regarding the role of staff members in curriculum leadership, Wise and Bushner (2001:122) contend that learner achievement is higher when the role of curriculum leaders is clearly identified and clearly effectively implemented.

Thus, its function is more than maintenance since it is dynamic in nature. The distinction between just "running smoothly'' and responding to change is important as it reflect the general philosophy of a curriculum leader and further pose a question of whether we are operating in a static world where schools are unchanging or dynamic world in which significant change is ever present.

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2.2.1.2 Curriculum management

The term management is conceptualized "as the process of working with and through others to achieve organizational objective or goal in an efficient and ethical manner" (Kreitner & Kinicki, 2002:8). In Werner (2012:14) This implies that in the process of management someone in authority who is charged with responsibility performing certain obligations exploits his/her subordinates (others) to perform such duties to achieve particular objectives or goals but at the final analysis, the one in authority is the one who will be praised for achieving the particular objective(s) or goal(s) by the kind of approach used to work with and through others (subordinates). In essence, managers need to understand and support the organization vision, strategy and business model to approach their task in a professional manner (Werner, 2010, 14-15).

Deliberating on the concept of management, Draft (2008) In: Werner (2010:15) argues that managers need to create systems, conditions and an environment that will enable organization to function successful even after they have left the particular institution or organisation. Similarly, Gordon (2002:8-9) In: Werner (2010:15) maintains that effective managers are team players who functions in a global arena where business involves international bounderies.

This implies that a manager should be someone who is versatile and well informed about economic circumstances and rapid technological advances, who can creatively adapt to new circumstances. By working with and through others implies that managers need to understand the totality of the organization and be able to influence components, such as tasks, technology structure and people to achieve the desired outputs by playing multiple roles such as interpersonal roles, informational roles and decisional roles (Werner, 2010:16). Working through others is also common to curriculum managers in an organization.

2.2.1.2.1 Roles of Management

Werner (2012:175) defines roles as patterns of behaviour attributed to a team member in a specific position in the team. Belbin, In: Werner (2012:175) asset that respective members of the team respond differently to being in a team situation and that teams that is constituted by members who possess similar roles are difficult to manage, as they are prone to destructive and prone to destructive and unresolved debates, and more competitive than collaborative. Following the above, curriculum managers' plays different roles in managing curriculums in different levels of schooling.

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As regards managerial roles, managers perform at different levels while possessing and seek to further develop many critical skills such as: technical skills, analytical skills, decision-making skills, human relation skills, communication skills, conceptual skills, computer skills etc. Importantly, these roles are separated into three categories namely interpersonal, informational and decisional roles as reflected in *table 3* below.

Table 3 Illustrate the three categories of managerial roles of a contemporary managers in an organization thus:

Table 3: The roles of managers

Interpersonal roles	• Figurehead of the organization • Leader of team members • Liaison with lateral contacts
Informational roles	• Monitor, collector and assimilator of information • Disseminator of information, • Spokesperson, keeping influential others informed
Decisional roles	• Entrepreneur, agent of change • Disturbance handler, restoring functionality& performance • Resource allocator • Negotiator in interpersonal and group relationships.

Source:Mintzberg (1980:59) In: Werner (2010:16)

From the table above, it is evident that effective managers (curriculum managers inclusive) plays an important role in an organisation as they are destined to possess variety of skills so as to provide in three categories indicated above such as *interpersonal roles, informational roles and decisional roles.*

2.2.1.2.2 Functions of management:

A skilled manager performing the above mentioned roles engages in carrying out specific management functions. Four of the most important functions are: planning, organizing, directing/leading and controlling/assessing which will be briefly discussed as follows:

2. 2.1.2.2.1. Planning:

Planning is a management function that determines what an organization or institution intends to be in a dynamic changing environment. Albeit environments are less predictive than others, and that since all operate in an uncertain environment, it goes without saying that planning must take place prior to the other management functions. Planning involves policies

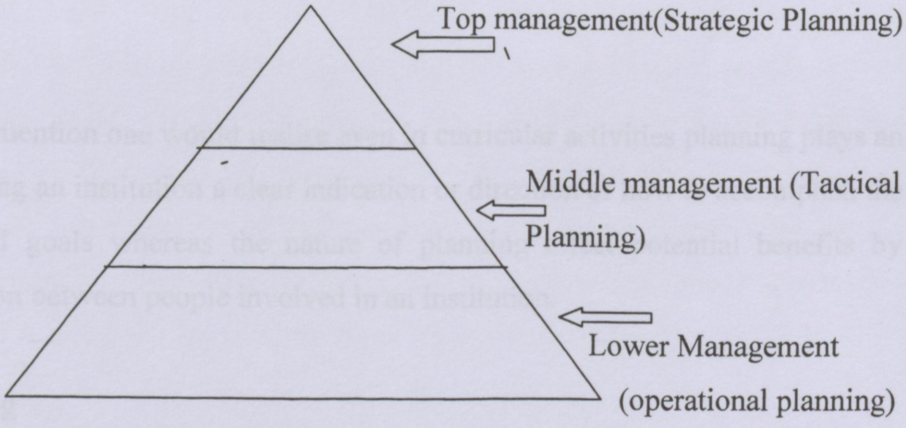
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that provide direction in decision making; procedures and rules which are specific guides of action to accomplish specific project or purpose in a restricted narrow manner; and strategies or routes designed by an organization/institution to fulfill its purpose, mission and goals, in addition. However, it is possible to differentiate three types of planning namely:

- *Strategic planning (long-term)* – the thinking phase in the strategic management process which focuses on the mission of the institution, the internal and external environment, the long-term objectives and choice of a strategies. In a school situation it is the responsibility of the School Management Team to plan the curriculum for the entire levels of the institution.
- *Functional planning (medium-term)* – central to direction developed for major functional area. This focuses on implementation and is the responsibility of middle management.
- *Tactical planning (short-term)* – done by both managers at top, medium and lower levels. These are reflected in the table below as follows: Table: no.Three Management levels

:



The three types of planning: Source: Brevis, In: Smit & Du Plessis (1994:75).

These are not uncommon in the types of curriculum planning as it is also intended to conform to the three form of planning mentioned above.

Planning offers management help in adapting to change if used properly. If management does not plan it will rely on defensive reaction rather than planned action (Invacevich & Matteson, 2002:50; Smit & Du Plessis, 1994:39). Importantly, the above mentioned aspects are also relevant to curriculum management.

However, the approach to planning, the approach to planning can differ greatly from organization to organization. It is also important to note that the nature of planning gives

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indication of fundamental principles of planning that are summarized by Smit & Du Plessis, 1994:39) who indicated that these principles are:

- the contribution of planning to attaining an institution's purpose, mission and goal;
- Planning precedes other management functions;
- Planning takes place on all management levels in an institution; and
- Is an effective way of getting an institution where it wants to be.

Apparently, it goes without saying that an understanding of the nature of planning will lead to a potential benefits of planning. This aspect is also summarized by Smit & Du Plessis, (1994:39) thus:

- Planning gives direction to all activities of an institution;
- Planning promotes co-operation between the people involved in an institution;
- Developments in technology as well as other aspects in the business environment emphasise the necessity of effective planning; and
- Changes in the environment are so fast that planning helps to cope with risk and uncertainty.

In view of the above mention one would realise even in curricular activities planning plays an important role in giving an institution a clear indication or direction of how to accomplish the purpose, mission and goals whereas the nature of planning effect potential benefits by promoting co-operation between people involved in an institution.

2.2.1.2.2.2 Organising

Organising refers to grouping together of those activities necessary to attain common objectives, including allocation of each group of the particular activities to a responsible person with authority to supervise performance of those activities (Smit & Venter, 1994:85). In essence, organising is the second management function which focuses on how planning should be carried out and its process is comprised of the following steps:

- Considering the objectives and plans of an organization/institution;
- Analysing the primary tasks that have to be performed to achieve the goals;
- Subdividing the primary tasks into subtasks;
- Combining employees' tasks according to the principles of departmentalization;

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- Implementing the co-ordinating mechanism; and evaluating the results and adjusting where necessary (Smit & Du Plessis, 1994:87).

In term of the above mentioned, "curriculum activities inclusive", the management function of organizing plays a crucial role in an institution as it involves: assigning activities, dividing work into specific tasks and the authoritative person responsible for monitoring and supervision of performance of the particular activities.

2.2.1.2.2.3 Leading

Leadership is the third component of management function that examines specific aspects that are necessary for a better understanding of the attribute. As stated previously, the role of leadership in management process is to allow plans to be implemented and to ensure that people carry out their tasks in terms of their work schedules. In essence this function sets the management activities in motion until they are attained (Smit & Du Plessis, 1994:155-6).

Leading the institution also means that it is given direction to enable it to function productively and profitably. More specifically, leadership involves activities such activities as transmitting information to subordinates; formulation of institution's mission; objectives and plans to be transmitted to subordinates; giving orders and instruction to subordinates and supervising the work of subordinates. As with curriculum management, institutions needs and want versatile, competitive and effective leaders with expertise (all rounders) who can lead subordinates to new areas, who possess the basic leadership qualities thus:

- To have vision and be able to set goals;
- One can take risks;
- One who is self-confident;
- One who can delegate duties
- One who is trustworthy and loyal to subordinates;
- One who is consistent in words and deeds;
- One with relevant standards of ethical behaviour; and
- One who always flexible enough to adapt to new information and circumstances (Smit & Du Plessis, 1994:156).

As regards the above mentioned statements, leadership in particular management activities or areas, "curriculum management with no exception" is the function that is performed by a

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dedicated person who is in accountable to the work of others, whose influence accomplish the vision, mission and goals of the institution.

2.2.1.2.3.4 Controlling

Controlling is the process whereby management ensures that all activities are performed as planned. It is the fourth (last) activity of the management functions, and is also important because of the changing environment, growing uncertain circumstances within which managers have to operate, the escalating complexity of an institution, active competition and delegation. Four steps are identified in the control process namely:

1. Setting standards of performance at strategic point;
2. Measuring performance as a continuous activity;
3. Evaluating the difference between the actual performance and standard set; and
4. Rectifying deviations (Crous, In: Smit & Du Plessis, 1994:199).

In terms of the above mentioned the following steps foe control are also common and are applicable in curriculum activities. However, as it is also common in "curriculum activities," the focal points in control are :

- Physical resources – tangible assets such as inventory, operational and quality control;
- Control of human resources –is all about the management of people.
- The control of information resources; and
- Financial resources –control of budgets and financial analysis (Crous, In: Smit & Du Plessis, 1994:199-200). .

2.3. CURRICULUM CHANGE IN EDUCATION

Changes of curriculum in education within a short space of time were subjected to political influence when government officials took up positions as Misters of Education, South Africa with no exception. The former *apartheid* South African government had 18 education systems with respective curricula approaches. The dawn of the new democratic era saw the birth of the new single education system for all South African, coupled with new curriculum approach. It is common knowledge that the Minister in charge of Education will always change the education system, curricula issues inclusive during his/her term of office.

The first Minister of democratic education Prof. S. Bhengu introduced 'Curriculum 2005' coupled with its Outcomes Based Method (OBE) which replaced the former discriminated curriculums, which did not reflect the values and principles of a non-racial democracy, social justice, equity and redress. Between 1995 and 1996 OBE was adopted as the essential

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framework of the new school curriculum (DoE, 1996, Sieborger, 1997:4-5; Hoadley and Jansen, 2009:202). Professor Cader Asmal who succeeded Bhengu as Minister of Education in 1999, instigated the Review Committee to review C2005. In presenting their findings, the committee proposed that C2005 should be revised and streamlined and that outcomes based curriculum be introduced within a manageable time frames.

The recommendations of the committee led to the establishment of the "Revised National Curriculum Statement (RNCS)." Cader Asmal was succeeded by ... who also advanced some changes from Revised National Statement to National Curriculum Statement (NCS). During the course of this study the Current (2013) Minister of Education Engie Motshekga who embarked on the Curriculum reform by instituting Curriculum Implementation Review Committee (Ministerial Committee) so that all education stakeholders can take ownership of the process. The ministerial committee confirmed that teachers are experiencing curriculum and administrative overload and consequently recommended repackaging of the NCS so to be more accessible to teachers by implementing ''short term, immediate changes'' of the NCS to "Curriculum and Assessment Policy Statement" (CAPS) in 2011 which reversed some of the created NCS language (terminology) back to square one (http://www.infor.gov.za/speeches/201010070616051001.htm retrieved 14.03.20.13)

In terms of the above mentioned, the drastic curriculum changes that were effected in less than 20 years of the democratic education affected the South African education system to a certain extent that the standard of education were compromised, for since its inception each minister of education would change the curriculum before schools could fully adapt or master the curriculum in place changes would be effected by the government of the day.

2.3.1 Forces of change that impact on management of curriculum change

In essence there are internal and external forces that influence change in curriculum. Curriculum managers and implementers must be conversant with these forces when managing change in respective organizations. There are two main forces which has a bearing in influencing change in institutions namely:

2.3.1.1 External forces

External forces such as demographic characteristics have varied effects for they cause the school to question why this change was promulgated and the process by which products or outcomes should be determined (Kreitner & Kinicki, 1998: 615).

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As an answer to the question, school principals need to effectively manage diversity in order to receive maximum contributions and/or commitment from their subordinates.

Technological advancement also increased pressure on the part of principals as well as his/her subordinates since, implementation of the new curriculum demands knowledge and skills of technology, since the current curriculum brought along a host of computerised technologies that are used to obtain, store, analyse, retrieve and communicate information as well as statistical calculations (Kreitner & Kinicki, 1998: 615).

Politically, and socially curriculum change is exerted by legislative bodies which created this change, Department of Education in particular. Albeit there is difficulty in implementing this change, government departments and teacher organisations are pursuing collaborative relationship rather than adversarial ones (Kreitner & Kinicki, 1998: 615).

2.3.1.2. Internal forces

Curriculum change is characterised by staff problems or prospects which stem from their perceptions, needs and desires. Dissatisfaction is a symptom underlying staff problem that need to be addressed by reducing staff's role conflict, overload and ambiguity which may encourage staff participation and reduce resistance to change. As regards managerial behaviour or decisions. Both SMTs and staff members need interpersonal skills training as a solution for change (Kreitner & Kinicki, 1998: 615).

2.4. PLANNED CHANGE

Curriculum change may be characterized by the following:

2.4.1 Models and Dynamics of planned change.

Some managers are criticised for emphasising 'short-term,' quick- fix solutions to organisational problems which do not solve problems and do not have more lasting power. As such, researchers and managers have tried to identify effective ways to manage the change processes. Resistance to change tends to increase as changes go from adaptive to innovative to radically innovative.

2.4.2. Typologies of planned change:

A three - way typology of organisational change which relates to *all sorts of change*, hence 'generic.' This involves administrative and technological changes has been created or developed namely:

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- *Adaptive change*: - Is the lowest in complexity, as well as in cost and uncertainty (Kreitner & Kinicki, 1998: 615).

  It concerns reiteration of the change of the same dimension or unit at a later time or imitation of a similar change by a different dimension or unit. Essentially adaptive changes are not threatening since they are familiar. In terms of curriculum change, reiteration or reimplementation of change in the same unit or dimension does occur, since some gaps are not that much in some situations. For example, issues of time (i.e. duration of each period, lesson plans etc.) does not threaten staff members since they are conversant with them.

- *Innovative change*: - This level lies midway on the continuum of three aspects namely complexity, cost and uncertainty (ibid, 618). It entails the way how things use to happen. Unfamiliarity and uncertainty made fear of change a problem with innovative changes.

- *Radically innovative changes* – situated at the high-end of the three levels of continuum namely complexity cost and uncertainty (ibid, 618). Changes of this type are difficult to adhere to or implement since they are threatening to managerial confidence and job security.

The three theories of planned change are illustrated diagrammatically as modeled by Kurt Lewin as reflected below:

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2.4.3 Kurt Lewin's three -stage model of planned change.

Most theories of organisational change originated from the work of Kurt Lewin's three-stage of planned change which depicts how to initiate, manage and stabilise the change process. Schools as learning organisations can use the Lewin's theory of planned change when implementing curriculum change in schools as illustrated in table 1 below:

Table 1: A GENERIC TYPOLOGY OF ORGANISATIONAL CHANGE

Adaptive change	Innovative change	Radically innovative change
Reintroducing a familiar practice (Low)	*introducing a practice new to organisation*	*introducing a practice new to the Institution* (High)
Degree of complexity, cost and uncertainty • *Potential for resistance to change.*		

Adapted from): Kurt Lewin's three stage model In: Kreitner & Kinicki (1998:618)

From the illustration above, change can move from low to high level. The low level namely adaptive change keeps on reintroducing familiar practice, and as result this practice is subjected to resistance to change. The second level namely innovative change is characterized by introducing new change in an organization. The third and the highest level of change namely radical change also introduce new practice in the institution. Therefore curriculum planners, managers and implementers may apply this model in order to cope with curriculum changes in their organization or institutions.

2.5 CURRICULUM CHANGE ON EDUCATION IN SOUTH AFRICA

Curriculum change in South Africa was the result of the pressure of oppression experienced by 18 discriminated education systems initiated by the then *apartheid* regime. Curriculum change often occur in response to changing needs in society so as to address the changing new needs of economy, new technological change and new social needs (Hoadley & Jansen , 2009: 208).

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Curriculum change processes normally reflect a mix of needs so much that those in society who possess sufficient power to shape dominant discussion think that knowledge should be organised and taught. In essence many South African have argued that Curriculum 2005 focused much on skills and competences, and downgraded competent knowledge, resulting in one that educates than one that trains. The NCS has attempted to address this imbalance with more emphasis placed on basic education and training on vocational curriculum (Hoadley & Janse, 2009: 209).

Management of curriculum change in South Africa is a national issue as it is centralised in the National Department of Education. The process of management of curriculum change involves getting people on board and willing to change their behaviour. However, implementing change is such an important skill for managers to learn and perfect since managing change is quite a depressing piece of work or business but a good thing on the other hand, for if you intend to manage a change process you need agents to support you. Agents of change are people who fundamentally agree with the need to change and had the will to go through the process themselves.

Importantly, this is not the same with management of curriculum change in education in South Africa in that both the agents as well as implementers are ignorant of the fact since the New curriculum is handed down as package for implementation without prior knowledge.

2.6 RESISTANCE TO CHANGE:

Resistance to change is an emotional response to real or imagined threat to an established work routine.

2.6.1. Why people resist change in a work place.

It is common phenomenon that people resist change albeit its leadership, management and assessment and evaluation technically and administratively perfect the proposed change may be. Resistance may feature in diverse forms that range from mild to active i.e can be as *subtle* as passive resignation and as *overt* as deliberate sabotage (Kreitner & Kinicki(1995) . Resistance to change reflects an attitude that slows and stops the development of a team, since as customer or employee expectations change and competitor performance improves institutions must adapt(Ross, 2010:10) However, managers need to recognize the manifestation of resistance both in themselves and others since resistance to change is not only demonstrated by staff members but also by managers and the organization as an entity.

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In essence resistance to change are multiple and interrelated and as such require (Robbins &Judge, 209:657 In: Werner, 2012:400).

2.6.2. Reasons why people resist change

Reasons why people resist change are vast and varied since some may be personal, institutional or organizational, provincial and national. Werner (2010: 400) depicts a table that depicts a brief summary of reasons why people resist change individually, managerially and organizationally as follow:

Table 2: Reasons for resistance to change

Individual resistance	Managerial Resistance	Organisational
Fear of unknown	Same reason as for individual	Cost, time and effort to change
Potential job loss	Loss of authority	Deep-rooted organizational culture
Peer influence	Loss of status	Bureaucracy
Personality/low self-efficacy /external locus of control	Exposure of previous inadequate approaches and behaviour	Maintaining stability
inconvenience	Change in territorial ownership	Past agreement with suppliers, trade unions and customers
Distrust of management	Added responsibility related to change process	Previous investments in buildings, technology and equipment.

Source: Werner (2010:400)

2.6.3. Guidelines for minimizing resistance during the change process.

In re-viewing the above, successful management of resistance to change is a key factor in any institution or organization since less resistance will be demonstrated. However, institutions or organizations institute change because their culture, management approach and customer relations are unsatisfactory and do not effect changing demands in the environment or situation. In affected situations, change should be gradually be introduced and management demonstrate persistence in introducing new values into the organization. Mullins (1999:826-829) and Robbins (2001:548), In: Werner (2010:400) provides the following guidelines for minimizing resistance to change during the change process as follows:

- Encourage participation right from the start – meetings, workshops, organizational vision, change strategies and implementation of change.
- Top management should create an environment of trust and commitment, communicates timely and accurate information to organization members.
- Employees and managers should share in the economic gains of the change programme.

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- Top management should develop and communicate a strategic human resources plan for retention, retraining and redeployment of employees. In case of inevitable job losses, a fair and equitable social plan must be negotiated with all relevant parties.

In terms of the above mentioned managing change in an organization is difficult process to handle since both external and internal forces of change also contribute in threatening organizational leaders and staff to stay competitive due to lack of capacity, initiative, zeal and commitment to necessitate continuous change and innovation. As there is no universal strategy for overcoming resistance to change, managers need a complete repertoire of change strategies.

2.7 SCHOOL CULTURE

According to Plunket & Attner (1994 : 264) In: Zitha (1997: 21) 'school culture denotes what is important for the organisation such as a school, how people should behave, how they should interact with one another and what they should be striving for. ' This implies that culture could be referred to as an important aspect of good behaviour such as school discipline. It is viewed as the "vision and mission" of the school which depicts quality leadership and management and power performance in terms of curricular activities purported to successful development. In South African education system a concept of the ''Culture of teaching and learning'' is dominant schools. In essence the SMTs looks for the future and plan ahead focusing on specific areas of curriculum leadership and management (MaGqaza,1993:22.

2.8 SUMMARY

The review of literature in this study focused upon discussions of six main themes with sub-themes namely: The concept of curriculum, curriculum change in education, planned change, curriculum change of education in South Africa, resistance to change and school culture.

However, the concept of curriculum focused upon curriculum leadership and management, whereas the curriculum change in education discussed issues relating to forces of change, including management of change in South Africa. The aspect of planned change is characterised by models of typologies of planned curriculum change. The remaining themes focused on education change in South Africa, resistance to change as well as school culture which depicts people's behaviour and reaction to one another in curriculum implementation.

The next chapter discussed research design and methodology.

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CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter introduces to readers research design and methodology. The design is comprised of : research approach, research design survey and negotiation of access whereas methodology reflected on survey, population, sampling and sample, instrumentation and data analysis.

3.2 Research Approach

In this section this study focused on research design. The term design refers to the *plan or proposal* which involves the intersection of philosophy, strategies of inquiry and specific methods (De Vos, 2001:5). This implies that in planning the study one need to think through the philosophical worldview, the strategy of inquiry related to this worldview and the specific methods or procedures to translate the approach into practice. Further, De Vos (2001:152) argues that research design as the plan, recipe or blueprint of the investigation, which provide a guideline according to which a data collection can be made. To Macmillan and Schumacher (1993:31) research design denote the *plan* and *structure* of the investigation. This statement is shared by Msweli (2011:58) who avers that research design is a *plan* that researcher use to address research questions. The above definitions implies that as a *blueprint,* research design is like a *plan* of a building or structure which shows dimensions of a particular structure which should be facilitated or implemented as such.

In this particular study researcher employed *quantitative approach.* De Vos (2001:4) maintain that quantitative approach is a means for testing theories by examining relationships among variables of which in turn these variables can be measured on instrument so that numbered data can be analysed using statistical procedures. The quantitative approach was relevant to this study since regarding this approach Philips & Burbules (2000) In: De Vos, 2001:7) state the following:

- Most quantitative research starts with the test of theory.
- Data evidence and rational consideration shape knowledge.
- Researcher collects information on instruments based on measures completed by participants.
- Seeks to develop relevant, true statements, ones that can serve to explain the situation of concern or that describe the causal relationships of interest.
- Researcher advances the relationship among variables and poses these in terms of questions or hypotheses.

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- Standard of validity and reliability are important in qualitative research.

Further, researcher used qualitative design in order avoid bias and being able to generalize and replicate the findings. De Vos (2001:4)

3.3 Research Design: Survey

According to Creswell (2009:146) "a survey design provides quantitative or numeric description of trends, attitudes, or opinion of population by studying a sample of a population of the study. It includes cross-sectional and longitudinal studies using questionnaires or structured questionnaires for data collection, with the intent of generalizing from a sample to a population." Therefore, quantitative survey design contrasts with qualitative design which interviews or observation when collecting data.

A survey method according to Creswell (2009:145) provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. In essence the data design of a survey method follows a standard format, that include *inter alia*, population, sampling procedure, sample, research instrument and data collection procedure as well as data analysis and interpretation (Babbie, 1990; Fawler, 2002). Further, this research study was central to a *single-system design* which is central to investigating individuals or groups. In this situation schools, school principals, teachers and learners were focus of attention. Further, De Vos (2001:148) maintain that engaging a *single- system design* has the following advantages:

- Accountability is provided to all participants or organizations who are nowadays termed *stakeholders.*
- Is a do-it-yourself procedure which keeps costs down.
- Is a direct form of research and results are immediately available.
- Is easy to use and to understand.
- Is becoming a standard practice in most institutions.
- Is practice based and therapist and client oriented; and
- Enhances goal-directedness in both therapist and client (De Vos (2001:148).

In terms of the above mentioned engaging *single-system design* in survey method prompts researcher to develop positive attitudes and commitment to apply an inquiring mind in the quest for new knowledge (De Vos, 2001:148).

Within this context it is evident that researcher's intent should be to make sense of or interpret the meaning about what others have about the world so as to acknowledge how

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their interpretation flow from their personal, cultural and historical experiences. In essence research design informed the method that was utilized to collect data. The next item focused on the discussions of how the methodology was employed.

3.4. Negotiation of entry

In line with ethical requirement, researcher must obtain permission to enter the fields or areas where data should be collected. Similarly, to collect data for this study from 5 sampled principals, 25 educators and 30 students, within Niani Circuit, researcher sought permission from the District Senior Manager of Education in Vhembe District in Limpopo Province.
The District Senior Manager of Education in Vhembe District responded positively through the Niani circuit manager who distributed the letters for response in the mailboxes of the five sampled schools, which simplified the issue of entry into the sampled schools. The researcher made appointment with schools principals respectively to arrange the date and time (after school) to collect quantitative data through questionnaires.

3.5 Research methodology

The concept of research methodology has been defined differently by diverse researchers or scholars. Babbie and Mouton (2007:647) assert that research methodology refers to the methods, techniques and procedures that are used to in the process of implementing research design or research plan. This implies that research design and research methodology of a study complement each other, since methodology refers to strategies used in the process of implementing design.

As stated above, methodology of this research was based on Survey method. The point of departure in this research methodology is the population, sample and the specific tasks that are to be completed namely: sampling, instrumentation or data collection procedure and data analysis and interpretation. According to De Vos (2001:15), research methodology involves data collection, analysis and interpretation that a researcher proposes for his/her studies. Contrary to the researcher's statement above, De Vos's statement excludes *population* and *sample* as elements of research methodology, whereas Mouton and Vorster (1998:75) assert that research methodology as a process, as procedures and a kind of tool, is used for data collection, analysis and interpretation.

3.5.1. Population

The population for a research study according to Babbie (1992:107) refers to group (usually of people) about whom researcher is able to draw conclusions. This means that researcher

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use the population or get the envisaged information from the population. The population covers a wider spectrum or large group to an extent that it is sometimes impossible to study all the element or members of the population of a particular study. The target population for this study comprised 15 secondary schools within delimited area, which were all the total number of secondary schools identified within the circuit. The total population of the three target group of people also comprised of the first group consisting of all 15 principals, who were congruent to their school respectively. The second identified group was that of educators or teachers constituted approximately 150. These were chosen because of the position as curriculum implementers in the 15 schools mentioned above. The last identified group comprised approximately 6000 learners who were curriculum consumers. The total population for this study was 6165 people. Researcher could not study all the members in order to get the envisaged responses, but, however he had to consider sampling strategy to reduce the large population into smaller groups hence sample.

3.5.2. Sampling and Sample

To reduce the total population reflected above into simpler workable numbers, I used systematic sampling. In terms of this sampling technique, Hoinville, Jowell & associates (1978:6) maintain that in this sampling method only the first case is selected randomly, preferably from a random table. According to Barreiro & Albandoz (2001:10), this technique is equivalent to random sampling if the elements are numbered in a random way. However, Babbie (1990:85) argues that systematic sampling is considered of a higher value that simple random sampling in terms of its convenience. Apparently, Bailey (1994:91) acknowledges the simplicity of systematic sampling regarding its procedure, especially if a sampling frame is not available. Reid and Smith (1981:170) maintain that the major reason for sampling is feasibility since it is impossible to identify all members of the population of interest. Following this sampling technique Van der Walt (1984:78) assert that all subsequent cases are selected according to a particular interval. For example, each fifth (5^{th}) case on a list of names, depending on the percentage sample needed. In this instance a researcher can decide from the beginning that each fifth case in an alphabetical list namely 5, 10, 15, 20, 25, 30 can be selected. In terms of the aforesaid, multiples of 3 thus (3, 6, 9, 12, 15, 18, 21, 24…); multiples of 6 thus (6, 12,…138, 144, 150) and multiples of 200 thus (200,400…5600, 5800, 6000) were employed in this particular research study to reduce the above mentioned population into easier workable numbers by dividing it with respective multiples of 3, 6, and 200 each to yield a sample thus:

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15 Schools divided by 3 = 5
15 Principals divided by 3 = 5
150 Teachers divided by 6 = 25
6000 Learners divided by 200 = 30
Total sample = 65

Following the above statement, the total sample for this study was comprised of 50 participants/respondents. A sample according to Arkava & Lane (1983; 27) is an element of the population which should be considered for inclusion in the study or a subset drawn from the population. Added to that Seaberg (1988:240) regard the sample as small portion of the total set of objects, events or persons which together comprise the subject of a study. This implies that a population may be too large, which by implication would be difficult to process, analyse and interpret. This is the reason why we study the portion of the population, hence, the sample. Apparently larger samples enable researchers to draw more accurate conclusions and make more accurate predictions (Schaller, 1992:66).

In view of the above, the type of sampling employed in this research is simple and strait-forward, since according to Barreiro & Albandoz (2001:10), advantages of this sampling technique are that it:

- Extends the sample to all the population.
- Is very easy to apply it.

Therefore, the use of samples may result in more accurate information might have obtain if one had studied the entire population.

This section focused upon sampling and sample of the study. The next item addressed the type of research instrument that was used.

3.5.3. Instrumentation

This research used the questionnaire as an instrument for data collection. Questionnaires were designed and piloted to people who were not part of the sample so as to ensure validity and reliability in terms of semantics and syntax. Corrections of language errors were also done before they were distributed to respondents who were part of the sample. The format of the questionnaires was a combination of closed and open ended questions.

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Researcher preferred the questionnaire as a form of data collection strategy due to the fact that it involves a variety of categories for data that are more easier for respondents to provide their responses or to complete namely: dichotomous questions (true or false); Multiple choice questions; ordinal questions; completion questions; scaled questions; statements; matrix-type questions; follow-up questions; checklist and semantic differential likert scale (Babbie and Mouton, 2001:233).

The questionnaires were also aimed at probing and persuading respondents to provide information relevant to the questions and objectives of research. Collecting data through the questionnaire as advocated by Cohen and Manion (1997: 272; De Vos, 2001:89) has the following advantages:

- Different kinds of questionnaires can be distinguished: mailed or posted, telephonic, or group questionnaires.
- It saves time, and could cover a large population with little time and low cost.
- The anonymity of the respondents can be assured.
- Bias due to personal characteristics is avoided.
- It requires a little training on the part of researcher or assistants (data collectors).
- The issue of validity and reliability of questions is assured because of uniformity of questions.
- Items of the questionnaire can be easily presented and analysed.

Within this context, researcher personally distributed the corrected version to respondents who were also orientated on procedures to be adhered to when completing the questionnaire Researcher personally distributed the corrected version to respondents who were also orientated on procedures to be adhered to when completing the questionnaire. Researcher personally collected all the responses for analysis.

3.3.4. Data analysis and interpretation

This was the final stage of this chapter three whereby the collected data for the purpose of drawing conclusions that reflects on the interests, ideas, and theory that initiated the inquiry. Analysis involves organizing data by breaking them into units and synthesizing them in order to interpret the situation. For the purpose of analysing data in this study quantitative method was used which focused on statistical analysis.

The SPSS model version 18 was used to capture the information whereby the scores of structured tables are reflected in frequencies and percentages. Frequencies and percentages

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of all numerical variables of data which were employed in table form, graphs and pie graphs showed results in statistical form. In the study of principals, educators and learner's attitudes towards impact of curriculum change on school discipline pursued descriptive statistical analysis of opinions of different subsets of the population namely principals who featured as curriculum designers, educators as curriculum implementers and learners as recipients.

Chapter 3 focused on data collection. The next chapter 4 focused on data analysis and interpretation.

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CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In the previous chapter, I have presented the quantitative survey design relevant for this research study and methodology used to collect data from selected learners, educators and managers (principals) of five sampled schools within Niani Circuit. In this chapter, I focused on quantitative data analysis and interpretation presented in form of tables, pie charts and graphs. The questionnaires consisted of two sections. Section one dealt with the biographical data of respondents whereas section two focused on contextual questions. The presentation below started with analysis of questionnaires completed by school principals, followed by those completed by educators and lastly those completed by learners. Analysis and interpretation of data from all the three categories of informants was centered around the main focus area namely impact of curriculum change on school discipline. Discipline in this context is not refering to human behaviour but to issues relating to good order maintained in schools in all focus areas of teaching and learning. As stated in respective chapters one and three above, the final scores of both sections are presented in percentages.

4.2 Return rate of the questionnaires

Questionnaires were distributed to five of the nine secondary schools found in Niani Circuit to be responded by categories of principals, teach teachers and learners components.

There had been a high return rate of questionnaires since questionnaires distributed to respondents were fully completed because researcher had a personal contact with respondents from school to school despite the times spent and cost incurred. However the high rate of return can be attributed to the friendly atmosphere and good understanding that was created between the researcher and the respondents.

4.3 Validity of and reliability of the questionnaires:

Babbie & Mouton (2007:122) regard the concept of validity as referring to an extent to which an empirical measure adequately reflects the real meaning under consideration, whereas reliability refers to whether a technique applied repeatedly to the same object would yield the same result each time. To ensure validity of questions was done through involvement of the supervisor and co-supervisors who moderated the questions and further pilot tested to three schools that were not part of the sampled schools whereby language corrections were done thereafter. To ensure reliability or consistency, certain questions were repeated amongst the three components of the respondents and they yielded the same responses.

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4.4 DATA ANALYSIS FROM RESPONDENTS

4.4.1. Data analysis and interpretation for principals of schools

4.4.1.1. Section A: Biographical detail (Principal component)

In this section respondents were asked to indicate their personal information with regards to gender.

Table 4.1.Gender respondents table of principals

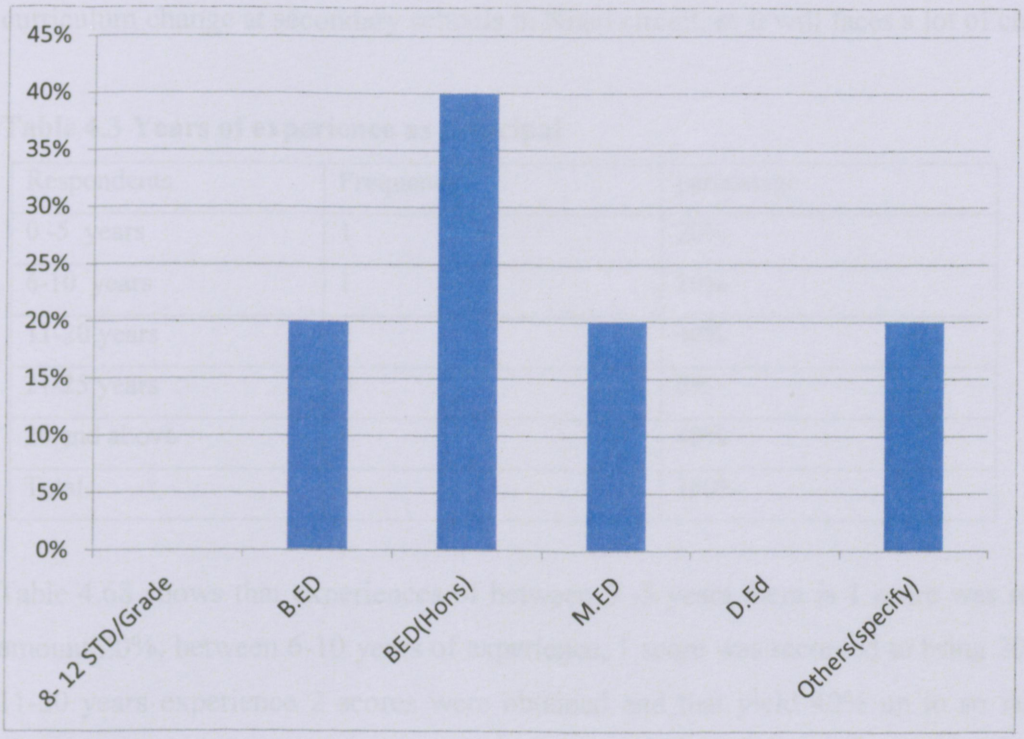
Respondents	Frequency	percentage
Male	5	100%
Female	--	0%
Total	5	100%

Table 4.1 Indicates that 100% of the respondents are males. This indicates there are no female principals at secondary schools at Niani circuit. This indicates that male's principals are still dominating females by 100% at the sampled schools. Although the policy of gender equity is advocated by all means it difficult to maintained, however something must be done to reach equilibrium. Below pie chart 4.47 emphasize the same information with table 4.66 above.

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Bar graph 4.1 Academic qualification of principals



Bar graph 4.1 Indicates 0% of the respondents in academic qualification of grade 12 and 20% of teachers have bachelor of education degrees (BED), only 2 score which amount 40% honors degree in education and 1 scores in Masters in Education which amount 20% this is bad news in the implementation of curriculum change, because the majority of principals are not highly educated, only 20% is registered on others.

4.2 **Professional qualification of Principals**

Respondents	Frequency	percentage
STD	1	20%
UED/PGCE/BED	2	40%
Others(specify)	1	20%
Total		100%

Table 4.2 Shows that, only 1score of JSTD and it amount 20%, and secondary teachers' diploma start which also register 1score and amount 20%, the highest score is 2 at UED/PGCE and BED and it registers 40% and others is only 1 score which cost 20% one may think they may have specialize knowledge, conducive to the implementation of new curriculum change, the table above and Pie chart4.4 below show that the majority of

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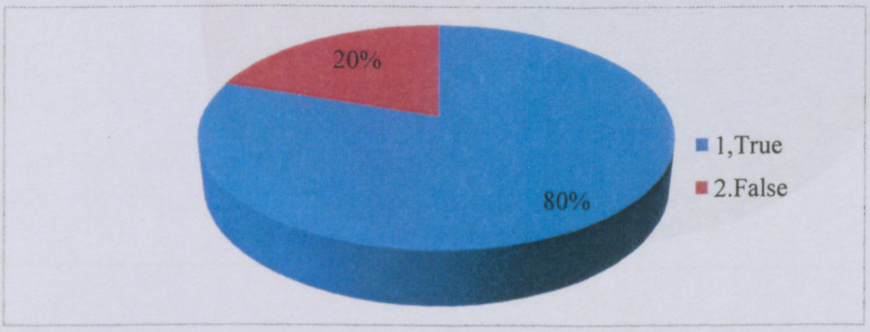
educators have only STD UED/PGCE and BED. That is why there is bad impact on curriculum change at secondary schools in Niani circuit, as it will faces a lot of challenges.

Table 4.3 Years of experience as principal

Respondents	Frequency	percentage
0 -5 years	1	20%
6-10 years	1	20%
11-20 years	2	40%
21-25 years	0	0%
26 and above	1	40%
Total	5	100%

Table 4.68 shows that experiences of between 0 -5 years there is 1 score was recorded and amount 20%, between 6-10 years of experience, 1 score was recorded to bring 20%, between 11-20 years experience 2 scores were obtained and that yield 40% up to so far things are normal, but between 21- 25 years of experience, nothing was recorded that yield 0% the then the graph protrudes with 40%, within 26 years and above and this is a tremendous increase. In this case curriculum change at secondary schools in Niani circuit will faces challenges on school discipline because there is a gap of experience between 21- 25 years.

Pie chart 4.1 drastic curriculum change affected Leadership, Management and administration in schools within Niani Circuit



Pie chart 4.1 Indicates that 80% of the respondents indicate that drastic curriculum change affects leadership, management and leadership and administration in schools within Niani Circuit, but 20% of the respondents indicate that it is false.

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Table 4.4 Drastic curriculum change brought challenges amongst school principals and SMTs within Niani Circuit

Respondents	Frequency	percentage
True	4	80%
False	1	20%
Total	5	100%

Table 4.4 Indicates that 80% of the respondents indicate that drastic curriculum change brought challenges amongst school principals and SMTs' within Niani Circuit, this true because majority of principals and SMTs' mark true but 20% of the respondents indicate that it is false, and the difference is 60%, in fever of those who mark TRUE, however that can be denied thus how they see things and this brings impact on school the whole school discipline. Below pie chart 4.54 depicts the same information with table 4.74 above.

Pie chart 4.2 Most principals do not initiate/organize curriculum development workshops for staff members in Niani Circuit

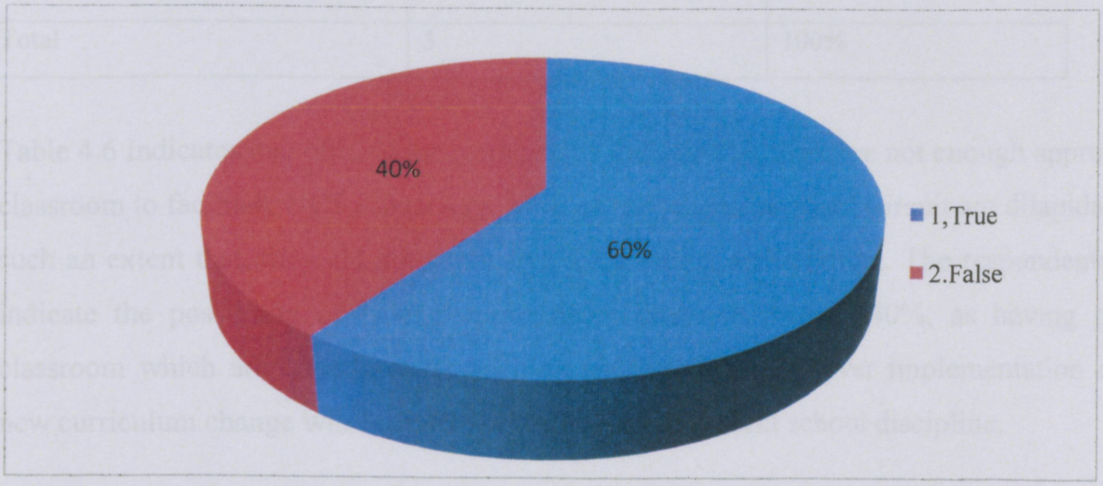


Table 4.2 Indicates that 60% of the respondents indicate that most theprincipals do not initiate/organize curriculum development workshops for staff members in Niani Circuit, this true because majority of teachers mark true, whereas 40% of the respondents indicate that it is false, and that cannot be denied because is how they see things and this brings a challenge on the implementation of curriculum change on school discipline within Niani Circuit.

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Table 4.5 Teachers need more regular training on NCS to facilitate proper teaching

Respondents	Frequency	percentage
True	5	100%
False	0	0%
Total	5	100%

Table 4.5 Indicates that 100% of the respondents indicate that teachers need more regular training on NCS to facilitate proper teaching at secondary schools in Niani Circuit. All respondents mark true. This indicates that there are more challenges in the implementation of new curriculum change. However, most educators are teaching without understanding of the curriculum offered.

Table 4.6 There are not enough appropriate classrooms in schools to facilitate NCS at our schools

Respondents	Frequency	percentage
True	3	60%
False	2	40%
Total	5	100%

Table 4.6 Indicates that 60% of the respondents indicate that there are not enough appropriate classroom to facilitate NCS effectively. Most of the schools at Niani Circuit are dilapidated to such an extent that, they are not conducive for teaching and learning. The respondents who indicate the possibility of having appropriate classroom is only 40%, as having proper classroom which are conducive to teaching and learning. However implementation of the new curriculum change will face a lot of challenges and affect school discipline.

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Table 4.7 There are no proper infrastructure to facilitate NCS in schools in Niani Circuit

Respondents	Frequency	percentage
True	5	100%
False	0	0%
Total	5	100%

Table 4.7 Indicates that 88% of the respondents indicate that there are no proper infrastructure to facilitate NCS at schools in Niani Circuit and the majority of educators mark true, whereas 12% of the respondents indicate false, this indicate that there are some challenges with regard infrastructure within Niani Circuit. Most schools are without infrastructure and are forced to accommodate learners in mobile classrooms, and some are overcrowded which affects teaching and learning as far as the implementation of curriculum change is concern

Table 4.3 You are not competently able to interpret and manage curriculum policies of NCS

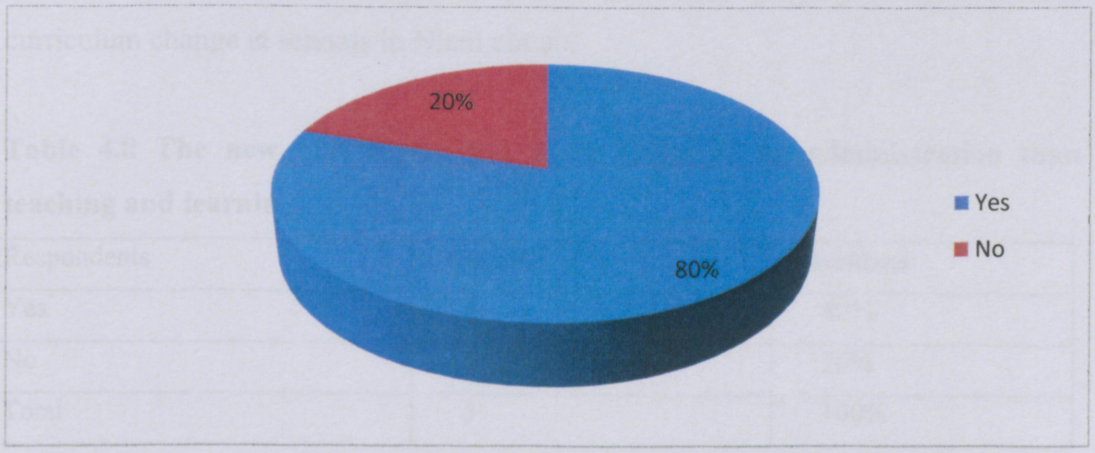
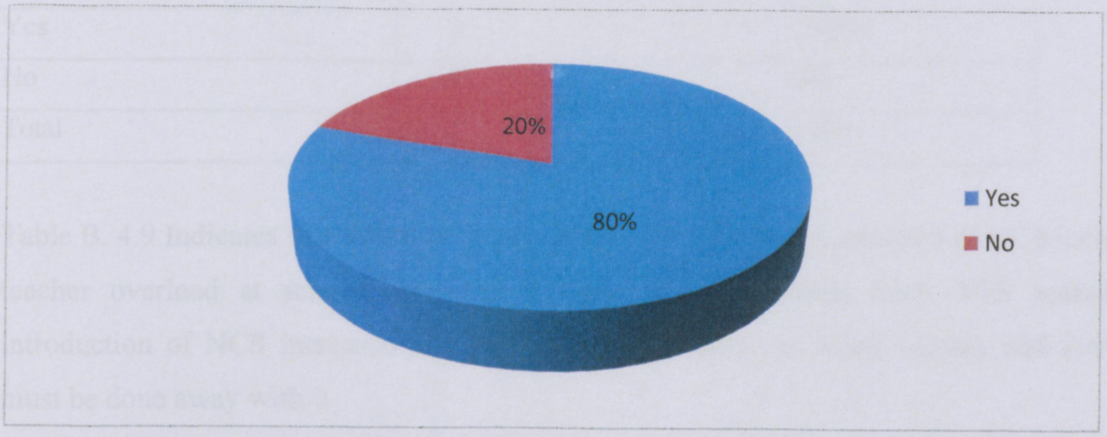


Table 4.3 Indicates that 80% of respondents state that they are not competently able to interpret and manage curriculum policies of the subjects in class whereas 20% state that they are able to interpret and manage curriculum policies of the subjects in class, there is a difference of 60% in fever of YES respondents, therefore implementation of curriculum change and challenges will be so high at secondary schools found in Niani circuit. Pie chart

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4.4 I need more training on the management of the new curriculum and development of staff.



Pie chart 4.4 Indicates that 80% of respondents state that they need more training on the management of the new curriculum and development of staff at schools in Niani Circuit, whereas 20%respondents state that they do not need more training on the management of the new curriculum and development of staff in schools at Niani Circuit and there is a difference of 60% in fever of those who respond YES, therefore more training on the management of the new curriculum and development of staff and SMTs' for proper implementation of new curriculum change at schools in Niani circuit.

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Table 4.8 The new curriculum put more emphasis on administration than actual teaching and learning

Respondents	Frequency	percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 4.8 Indicates that 80% of respondents state that new curriculum put more emphasis on administration than actual teaching and learning at schools in Niani Circuit, whereas 20%respondents state that NCS does not influence teachers to spend more time on administration than actual teaching at schools in Niani Circuit and there is a difference of 60% in fever of those who respond YES, and therefore NCS does influence teachers to spend more time on administration than actual teaching at schools, and therefore must be done away with it.

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Table 4.9 The introduction of NCS increased teacher overload.

Respondents	Frequency	percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table B. 4.9 Indicates that 100% of respondents' state that the introduction of NCS increased teacher overload at schools in Niani Circuit, All respondents mark YES indeed the introduction of NCS increased teacher overload at schools in Niani Circuit, and therefore must be done away with it

Table 4.10 There are challenges and bottlenecks in NCS implementation

Respondents	Frequency	percentage
Yes	4	80%
No	1	20%
Total	5	100%

Table 4.10 Indicates that 80% of respondents' state that there are challenges and bottlenecking in the NCS implementation at schools in Niani Circuit, whereas 20%respondents state that there are no challenges nor bottlenecking in the implementation of NCS at schools in Niani Circuit, although there is a huge difference of 60% in fever of those who responded YES, indeed there are challenges and bottlenecking in the implementation of NCS at schools in Niani Circuit, and therefore implementation of NCS must be stopped.

Table 4.11 Introduction of NCS lowered the standards of pass rate in schools

Respondents	Frequency	percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table B 4.11 Indicates that 100% of respondents' state that the introduction of NCS demotivated old teachers at schools who are currently under performing Niani Circuit. All respondents are against introduction of NCS at secondary schools in Niani Circuit, and

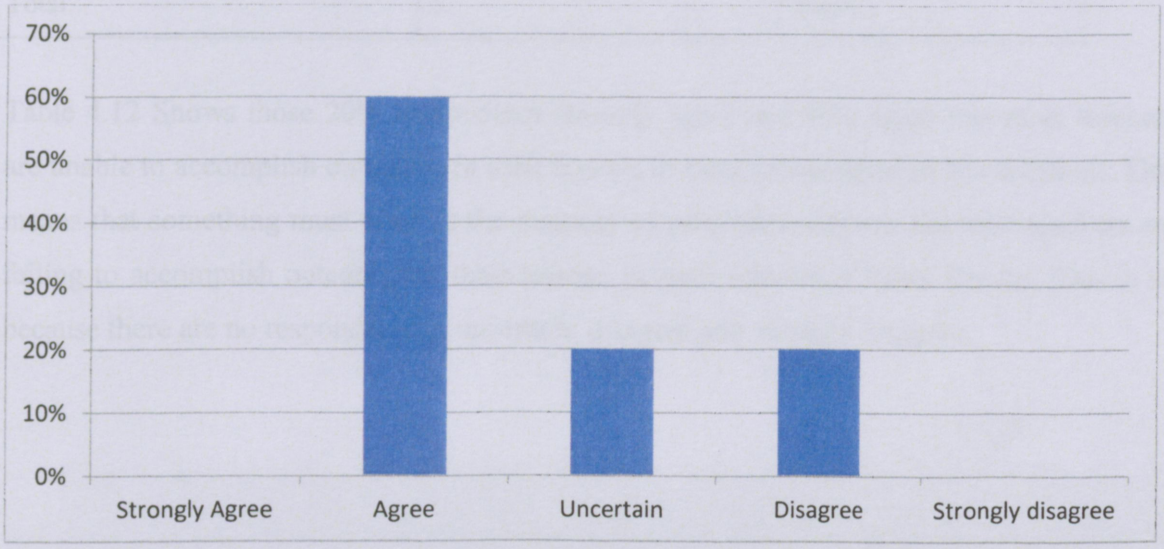
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therefore implementation of NCS must be stopped or else teachers must be go through thorough NCS training

4.4.12. Section B: Contextual Questions: (Principal components)

In this section respondents were requested to respond by marking x in the space provided and write: **Strongly Agree; Agree; Uncertain; Disagree; strongly; disagree; strongly disagree**

Bar graph 4.2 Curriculum change influenced educators to lose confidence as teachers in rural areas



Bar graph 4.2 Shows that 0% respondents strongly agree that curriculum change influenced educators to lose confidence as teachers in rural areas and 60%agree and 20% are uncertain followed by 20% who disagree whereas there 0% on strongly disagree. In this case it obvious that teachers lose confidence as teachers in rural area due to poor or lack infrastructural development such as poor physical facilities such as school building and other educational resources, poor sanitation, poor accommodation, poor economic development, poor transport facilities and so on.

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Table 4.12 Most teachers are unable to accomplish outcomes in their lessons in rural areas

Respondents	Frequency	percentage
Strongly Agree	1	20%
Agree	4	80%
Uncertain	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table 4.12 Shows those 20% respondents strongly agree and 80% agree that most teachers are unable to accomplish outcomes in their lessons in rural school areas in Niani Circuit. This means that something must done as the majority of principals support that most teachers are failing to accomplish outcomes in their lessons in rural schools in Niani Circuit. This is so because there are no respondents in uncertain; disagree and strongly disagree.

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Bar graph 4.3 Curriculum change created more hours for teaching and learning in schools

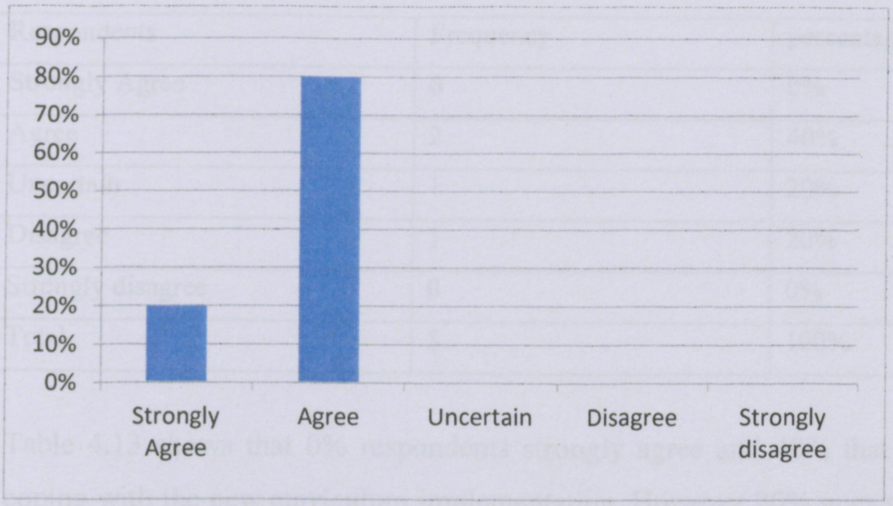


Table 4.3 shows that 20% respondents strongly agree and 80% agree that Curriculum change created more hours for teaching and learning like Saturday classes and Winter schools, and This is a real truth that teachers and students attend schooling 6 days a week at secondary schools including extra hours for morning and afternoon studies topped by winter schools extra, but these efforts do not improve grade 12 results. 0% to uncertain and 20% to disagree and lastly 0%tostrongly The information that 'Curriculum change created more hours for teaching and learning like Saturdays and winter schools' at secondary schools in Niani circuit are most visible in bar graph.4.3

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Table 4.13 Do you agree that teachers are not coping the new curriculum?

Respondents	Frequency	percentage
Strongly Agree	0	0%
Agree	2	40%
Uncertain	1	20%
Disagree	1	20%
Strongly disagree	0	0%
Total	5	100%

Table 4.13 shows that 0% respondents strongly agree and 40% that most teachers are not coping with the new curriculum implementation. However 20% goes to uncertain and20% to strongly disagree. It is true that most teachers are not coping with the new curriculum' at secondary schools in Niani circuit is most visible in bar graph.4.3. Below depicts the same information with table 4.13 above.

Table 4.14.Teachers spend more time attending workshop

Respondents	Frequency	percentage
Strongly Agree	0	0%
Agree	5	100%
Uncertain	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table 4.14 shows that 100% respondents is has gone to 'agree' that, teachers spend more time attending workshops than attending learners, at secondary schools in Niani circuit is visible as such all other respondents (Strongly Agree; Uncertain; Disagree and Strongly disagree) register 0% respectively.

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Table 4.15: Respondents were requested to indicate whether principals are not able to monitor teachers and learners' behaviour effectively in schools

Respondents	Frequency	percentage
Strongly Agree	1	20%
Agree	0	0%
Uncertain	0	0%
Disagree	3	60%
Strongly disagree	1	20%
Total	5	100%

Table 4.15 above shows that 20% of the responses reflect that principals are strongly agree that they are not able to monitor teachers and learner behaviour effectively in schools, whereas responses on 'Agree and Uncertain' reflected a 0%. Contrastingly, the highest number of responses namely 60% disagrees and that 20% of the respondents strongly disagree on the matter. This means that principals of schools within Niani are not able to monitor teachers and learner's behaviour effectively, due to the fact that the new curriculum is characterised by a lot workshops, meeting and administrative duties whereby the principal is more confined to office work full of paperwork rather than focusing on whole school managerial activities.

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4.5. DATA ANALYSIS FOR TEACHER COMPONENT

4.5.1. Section A: Biographical detail of teacher component

Table 4.14 Teachers were requested to furnish their gender.

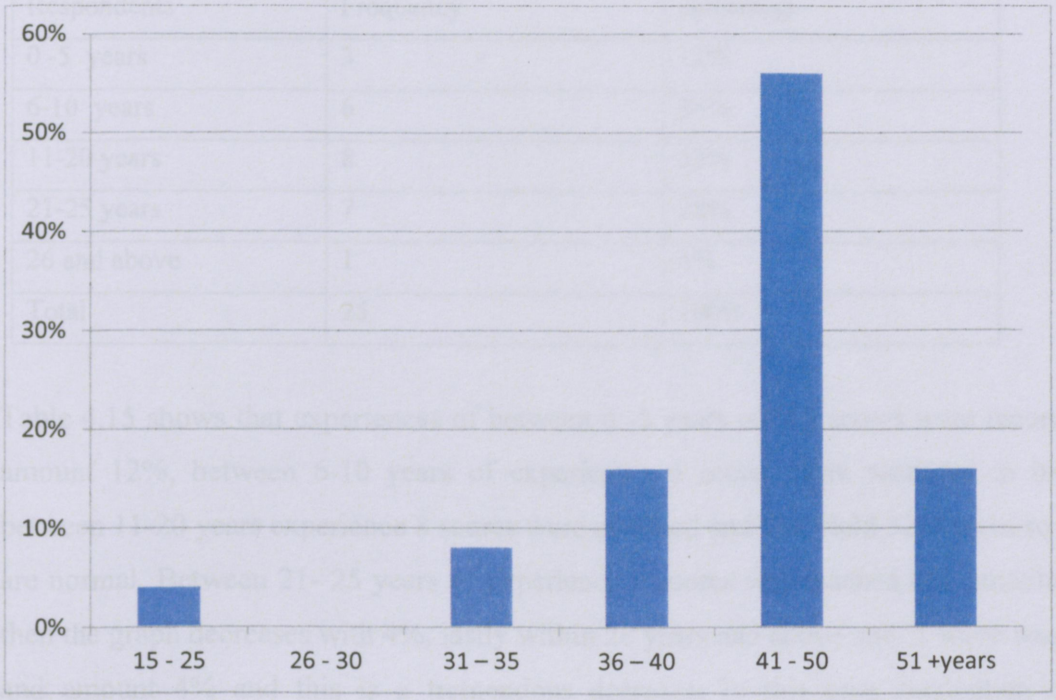
Respondents	*Frequency*	*percentage*
Male	18	72%
Female	7	28%
Total	25	100%

Table 4.14 Indicates that 72% of the respondents are males and 18% are females. This indicates that there is a huge difference of 44% between males and females respondents of teachers. This indicates that males are still dominating females by 44% at the sampled schools. Although the policy of gender equity is advocated by all means it is difficult to maintained, as such 44% is too much to reach equilibrium. This also reveals that there are some challenges on school discipline within Niani Circuit, as far as the implementation of curriculum change is concern.

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Bar Graph 4.4. Teachers were asked to furnish their ages.



Bar graph 4.4 shows that between the ages of 15-25 years group score there is 1which amount 4% and 0%, between 26-30 years, this is unacceptable but then between 36-40 years there is 16% and this normal, whereas between 41-50 years the graph rises tremendously with 56% and then drops by 40% between 50 years and above. These may indicates that curriculum change in secondary schools in Niani circuit will face challenges because most teachers in old age are hard to suit changes as they realize that they are about to go to pension.

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Table 4.15 Teachers were requested to furnish their years of experience as teachers:

Respondents	Frequency	percentage
0 -5 years	3	12%
6-10 years	6	24%
11-20 years	8	32%
21-25 years	7	28%
26 and above	1	4%
Total	25	100%

Table 4.15 shows that experiences of between 0 -5 years only 3 scores were recorded and it amount 12%, between 6-10 years of experience, 6 scores were recorded to bring 24%, between 11-20 years experience 8 scores were obtained and that yield 32% up to so far things are normal. Between 21- 25 years of experience 7 scores was reached that amount 28% the then the graph decreases with 4%, lastly within 26 years and above only 1 score was recorded and amount 4% and this is a tremendous decrease. In this case curriculum change in secondary schools in Niani circuit will faces challenges can bring impact on school discipline.

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Table 4.16. Teachers were requested to show their academic qualifications

Respondents	Frequency	percentage
8- 12 STD/Grade	11	44%
B.ED	10	40%
BED(Hons)	1	4%
M.ED	--	0%
D.Ed	--	0%
Others(specify)	3	12%
Total	25	100%

Table 4.16 Indicates that 44% of the respondents in academic qualification have grade 12 and 40% of teachers have bachelor of education degrees, only 1 score which is 4% has an honors degree in education and this is bad news in the implementation of curriculum change, because the majority of educators are not highly educated, only 12% is registered on others. The graph below shows that Niani circuit is lagging behind in highly academic qualified teachers, because we no personnel in Masters in Education and Doctors in Education. That is faces a lot of challenges on school discipline and implementation of new curriculum.

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Table 4.17. Teachers were requested to show their professional qualification:

Respondents	Frequency	percentage
STD	13	52%
UED/PGCE/BED	10	40%
Others(specify)	2	8%
Total	25	100%

Table 4.21. Shows that only in secondary teacher's diploma start to register 52% and UED/PGCE and BED register 40% and others is only 8% that one may think they may have specialize knowledge, conducive implementation of new curriculum change, the table above and Pie chart4.4 below show that the majority of educators have only STD UED/PGCE and BED. That is why there is bad impact on curriculum change at secondary schools in Niani circuit, as it will faces a lot of challenges on school discipline and implementation of new curriculum.

Table 4.18. Teachers were asked to furnish the number of subject offered by an individual teacher at a school.

Respondents	Frequency	percentage
2 subjects	17	68%
3 subjects	5	20%
4 subjects	3	12%
5 subjects	--	0%
6 subjects	--	0%
Total	25	100%

Table 4.18 Indicates that 68% of the respondents are offering 2 subjects, and those who are offering 3 subjects are scored 20%, lastly those who are offering 3 subjects are minimal by 12%. In this case the implementation of curriculum change can be positive because the majority of educators are offering 2 subjects per secondary school, in Niani circuit. However the challenges on school discipline and implementation of new curriculum will be so easy.

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Table 4.19. Teachers were requested to show whether there are proper infrastructure in their schools:

Respondents	Frequency	percentage
Yes	5	20%
No	20	80%
Total	25	100%

Table 4.19 Indicates that 20% of the respondents indicate that there is proper staff room at their school and these seems as if the respondents come from the same secondary school where staff room and offices are in good condition. The 80% of the respondents show that there are no proper staff room and offices for educators and this can affect the implementation of curriculum change negatively and bring a lot of challenges to many secondary schools in Niani circuit.

3.1.2. SECTION B: CONTEXTUAL QUESTIONS: (TEACHER COMPONENT).

Table 4.20. Drastic curriculum change affected leadership, Management and administration in schools within Niani Circuit.

Respondents	Frequency	percentage
True	18	72%
False	7	28%
Total	25	100%

Table 4.20. Indicates that 72% of the respondents indicate that drastic curriculum change affects leadership, management and leadership and administration in schools within Niani Circuit, but 23% of the respondents indicate that it is false

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Table 4.21. Drastic curriculum change brought challenges amongst teachers within Niani Circuit

Respondents	Frequency	percentage
1.True	17	68%
2.False	8	32%
Total	25	100%

Table 4.21. Indicates that 68% of the respondents indicate that drastic curriculum change brought challenges amongst teachers within Niani Circuit this true because majority of teachers mark true but 32% of the respondents indicate that it is false, however that can be denied thus how they see things and this brings impact on school the whole school discipline.

Table 4.22 Teachers were asked whether most teachers are coping with curriculum change in schools.

Respondents	Frequency	percentage
True	8	32%
False	17	68%
Total	25	100%

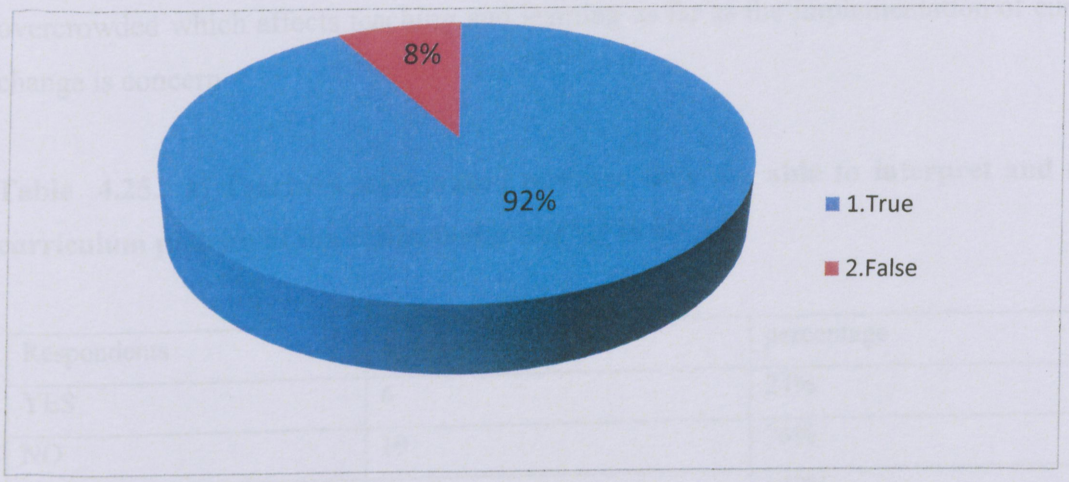
Table 4.22 Indicates that 68% of the respondents indicate that most teachers do not cope with curriculum changes in class within Niani Circuit and this true because majority of teachers are not well informed and they fail to manage it in class and they mark true, whereas 32% of the respondents indicate that it is false, and that cannot be denied because is how they see things and this brings a challenge on school discipline within Niani Circuit.

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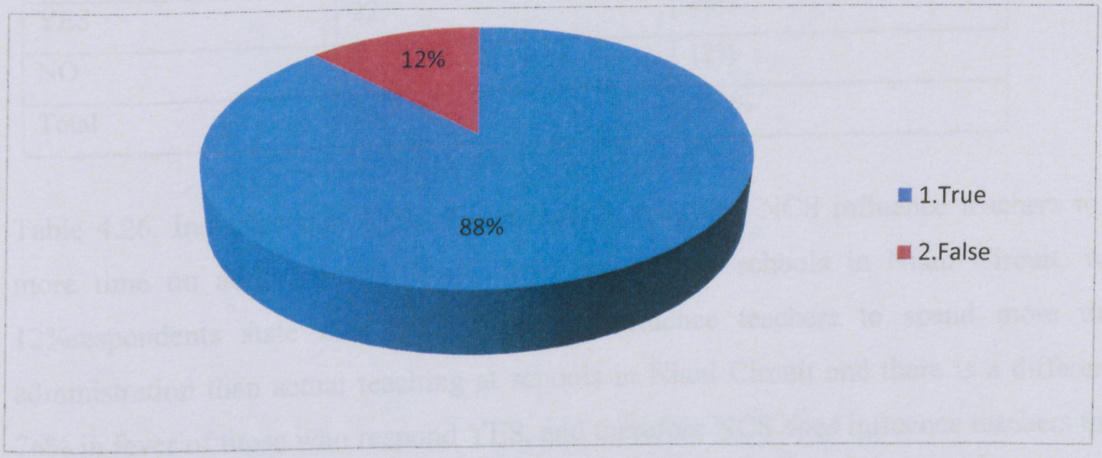
Pie Chart 4.3 Teachers were asked whether they need more regular proper training on curriculum management to facilitate change in schools is necessary.



Pie chart 4.3 Indicates that 92% of the respondents indicate teachers who need more regular training on curriculum change to facilitate proper teaching in Niani Circuit. The majority of teachers respond by marking true, and there is a 84%gap between 92% and 8%. However, most educators are teaching without understanding of the curriculum offered. Educators who respond 8% indicate by marking false as having acquired skills to implement NCS together with the facilitator.

Pie Chart 5. Teachers were asked whether there is proper infrastructure to facilitate curriculum change in schools

Pie chart 4.4



Pie chart 4.4 Indicates that 88% of the respondents indicate that there are no proper infrastructure to facilitate NCS at schools in Niani Circuit and the majority of educators mark true, whereas 12% of the respondents indicate false, this indicate that there are some challenges with regard infrastructure within Niani Circuit. Most schools are without

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infrastructure and are forced to accommodate learners in mobile classrooms, and some are overcrowded which affects teaching and learning as far as the implementation of curriculum change is concern

Table 4.25. a. Teachers were asked whether they are able to interpret and manage curriculum policies of the subjects thoroughly in class?

Respondents	Frequency	percentage
YES	6	24%
NO	19	76%
Total	25	100%

Table 4.25. a. Indicates that 76% of respondents state that they are unable to interpret and manage curriculum policies of the subjects in class whereas 24% state that they are able to interpret and manage curriculum policies of the subjects in class, there is a difference of 52% in fever of YES respondents, therefore implementation of curriculum change and challenges will be so easy at secondary schools found in Niani circuit.

Table 4.26. Teachers were asked whether the new curriculum influence them to spend more time on administrative work than on actual teaching

Respondents	Frequency	percentage
YES	22	88%
NO	3	12%
Total	25	100%

Table 4.26. Indicates that 88% of respondents state that NCS influence teachers to spend more time on administration than actual teaching at schools in Niani Circuit, whereas 12%respondents state that NCS does not influence teachers to spend more time on administration than actual teaching at schools in Niani Circuit and there is a difference of 76% in fever of those who respond YES, and therefore NCS does influence teachers to spend more time on administration than actual teaching at schools, and therefore must be done away with it.

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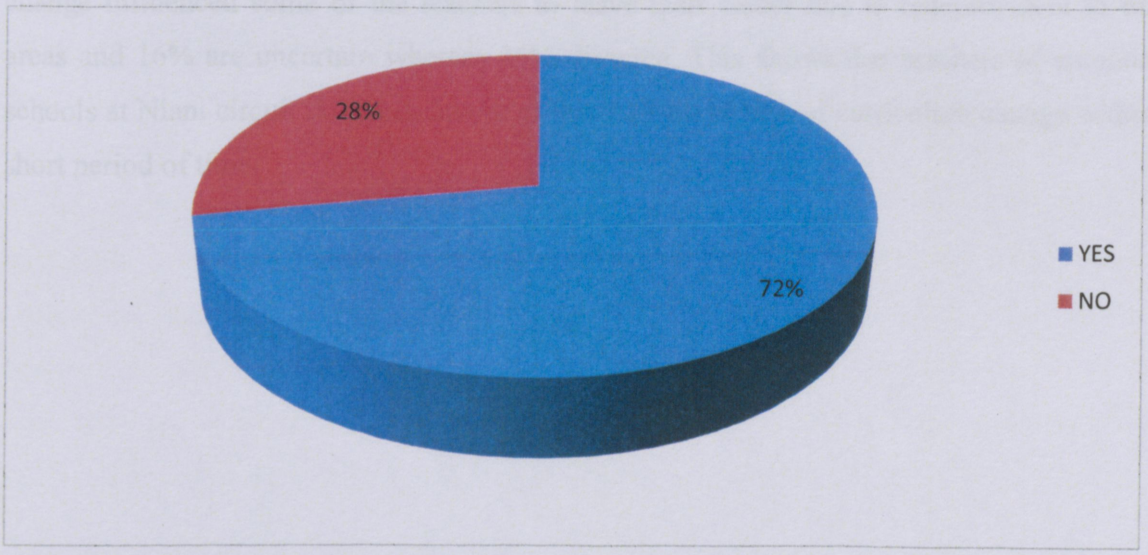
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Table 4.27. Teachers were asked whether the introduction of new curriculum increased more teacher work load in class

Respondents	Frequency	percentage
YES	24	96%
NO	1	4%
Total	25	100%

Table 4.27 Indicates that 96% of respondents' state that the introduction of NCS increased teacher work load at schools in Niani Circuit, whereas 4%respondents state that introduction of NCS does not increased teacher overload at schools in Niani Circuit, and there is a huge difference of 92% in fever of those who respond YES, indeed the introduction of NCS increased teacher overload at schools in Niani Circuit, and therefore must be done away with it.

Pie Chart 4.7 Teachers were asked whether the introduction of new curriculum lowered the standards of education in schools



Pie Chart 4.7 Indicates that 72% of respondents' state that the introduction of NCS lowered the standards of education pass rate in schools, whereas 28%respondents state that introduction of NCS did not lower the standards of pass rate in schools. This means that 30% in some of the subjects in secondary schools influenced learners to pass in large numbers as contrasted to the former 40% as a minimum pass rate.

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Bar graph 4.5 Teachers were asked whether they agree that Curriculum change affected some of the teachers to leave their career due to redeployment.

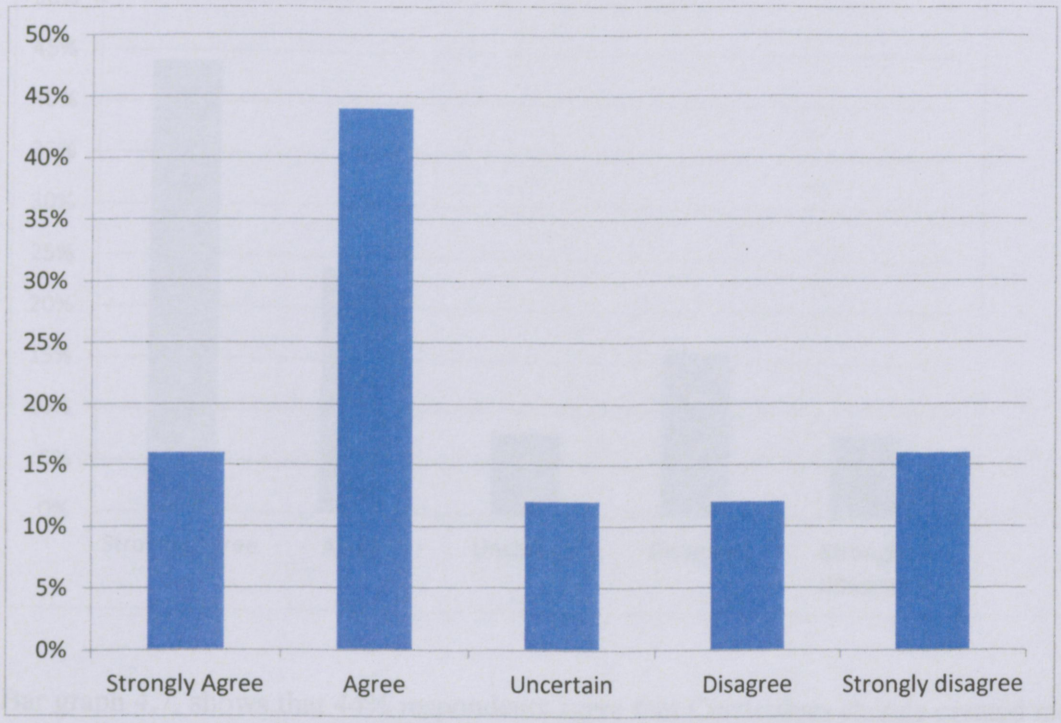


Bargraph 4.5 Shows that 36% respondent agree and 32% Strongly Agree that curriculum change influenced some of the teachers to leave their career due to redeployment in rural areas and 16% are uncertain whereas 16% disagree. This shows that teachers of secondary schools at Niani circuit do not in favour of the implementation of curriculum change within a short period of time.

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Bargraph 4.6. Teachers were asked whether they agree or disagree that they are failing to accomplish their outcomes in class due to drastic curriculum change.

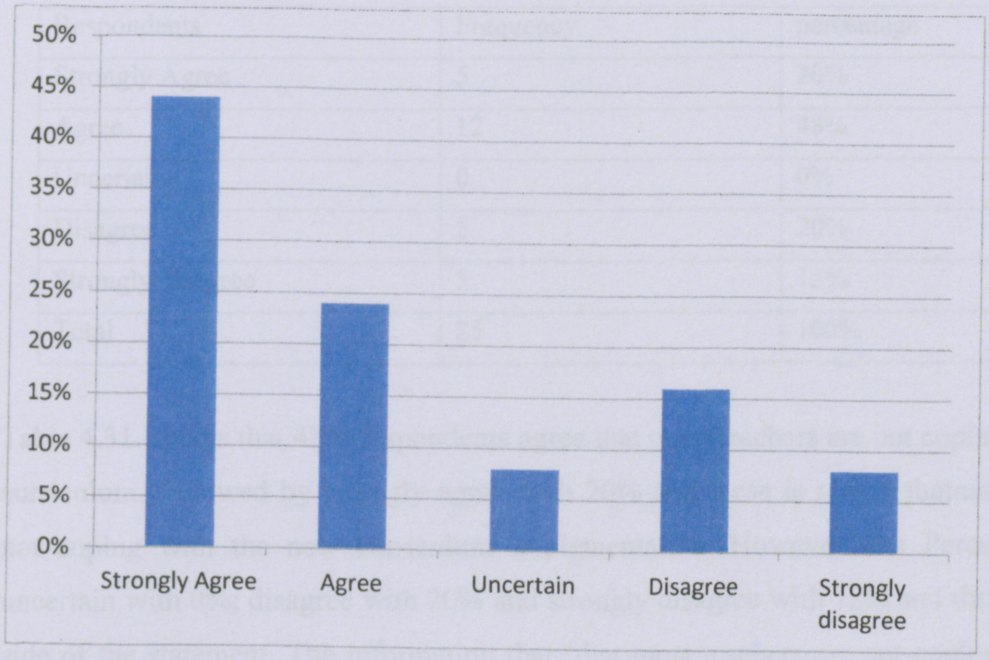


Bar graph 4.6 shows that 16% respondents agree and 44% strongly agree that most teachers are failing to accomplish outcomes in their lessons in rural schools in Niani Circuit. If one study carefully agree response protrudes up followed by strongly agree. These two responses(Strongly Agree and Agree) are positive with the topic above and this means that something must done as the majority of teachers support that most teachers are failing to accomplish outcomes in their lessons in rural schools in Niani Circuit. However minority of respondents are falling under: uncertain with 12; disagree with 12% and strongly disagree with 16% are negative side of the statement. However this shows that most teachers are failing to accomplish outcomes in their lessons in rural schools in Niani Circuit.

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Bar graph 4.7 Curriculum change created more hours for teaching and learning like Saturdays and winter schools.



Bar graph 4.7. shows that 44% respondents agree that Curriculum change created more hours for teaching and learning like Saturdays and winter schools, followed by agree with 24% and these is reality that teachers and students operating 6 days at schools and with extra hours through morning and afternoon studies topped by winter schools extra but these do not improve the results. However less Percentages are in: uncertain with 8%; disagree with 16% and strongly disagree with 8% are negative side of the statement. The information that 'Curriculum change created more hours for teaching and learning like Saturdays and winter schools' at secondary schools in Niani circuit

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Table 4 .31. Teachers were asked whether they agree that most teachers are not coping with the new curriculum change in schools

Respondents	Frequency	percentage
Strongly Agree	5	20%
Agree	12	48%
Uncertain	0	0%
Disagree	5	20%
Strongly disagree	3	12%
Total	25	100%

Table 4.31. shows that 48% respondents agree that most teachers are not coping with the new curriculum, followed by strongly agree with 20% and these is reality thatmost teachers are not coping with the new curriculum implementation. However less Percentages are in: uncertain with 0%; disagree with 20% and strongly disagree with 12% and these are negative side of the statement. The information that 'that most teachers are not coping with the new curriculum' at secondary schools in Niani circuit are most visible in bar graph.

Table 4.33 Teachers were asked whether curriculum change promoted poor learner behavior due to abolition of corporal punishment in schools

Respondents	Frequency	percentage
Strongly Agree	10	40%
Agree	7	28%
Uncertain	5	20%
Disagree	2	8%
Strongly disagree	1	4%
Total	25	100%

Table 4.33 shows that 40% respondents strongly agree that teachers are not able to be effectively monitor learner behavior in schools, due to abolition of corporal punishment, followed by agree with 28% and these is true that, teachers are not able to be effectively monitor learner behavior in schools due to abolition of corporal punishment at secondary schools in Niani circuit, because they do as they are pleased, if they lack motivation to study or do not see future of schooling. However less Percentages are in: uncertain with 20%; disagree with 8% and strongly disagree with 4% and these are negative side of the statement and can be most seen.

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4.7 DATA ANALYSIS FROM LEARNER COMPONENT

4.7.1. SECTION A: BIOGRAPHICAL DATA (LEARNER COMPONENT)

In this section respondents were asked to indicate their personal information that relate to gender.

Table 4.1: Respondents were requested to furnish their gender

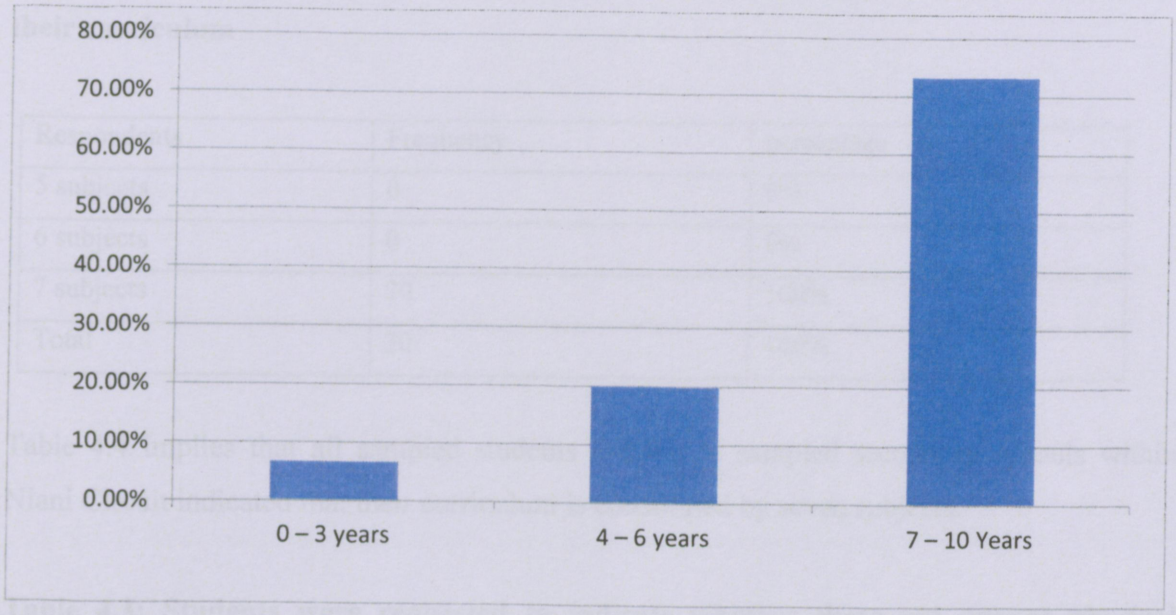
Respondents	Frequency	percentage
Male	16 12	53% 60
Female	14 08	47% 40
Total	30 20	100%

Table 4.1 above indicates that 53% of the respondents are males and 47% are females. This indicates that there is slightly difference of 6% between males and females respondents of learners. This implies that males are still dominating females by 6% at the sampled schools. Although the policy of gender equity is advocated by the government of the day, it is difficult to maintain. However 6% reflect that there is still a need to reach the equilibrium.

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Bar graph 4.8: Respondents were requested to show their years of experience as students



The bar graph above shows that respondents with least experience fall between 0-3 years is 6.7%, while that between 4-6 years is 20%. These are learners who are likely to be in grade ten in case they are progressing well. The majority of students' i.e those between 7-10 years constitute 73.3%. This shows that students spend a lot of time in secondary schools within Niani Circuit, since the stipulated years of experience in secondary school is five years.

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4.8 SECTION B: CONTEXTUAL QUESTIONS: (LEARNER COMPONENT)

Table 4.2. Respondents were requested to reveal the number of subjects covered in their curriculum

Respondents	Frequency	percentage
5 subjects	0	0%
6 subjects	0	0%
7 subjects	30	100%
Total	30	100%

Table 4.4 implies that all sampled students (100%) in sampled secondary schools within Niani Circuit indicated that their curriculum is constituted by seven subjects.

Table 4.3: Students were requested to indicate whether there are proper physical facilities (classrooms, laboratory, libraries and sanitation).

Respondents	Frequency	percentage
Yes	6	20%
No	24	80%
Total	30	100%

Table 4.3 Indicates that 20% of the respondents indicated that there is proper physical facilities at their schools, whereas 80% of the respondents indicated that there is no proper sanitation. The issue of sanitation do affect curriculum change as it impact negatively on teaching and learning for, a healthy mind in a healthy body is required.

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Table 4.4 Students were requested to state whether they attend morning studies

Respondents	Frequency	percentage
No	9	30%
Yes	21	70%
Total	30	100%

Table 4.4 Indicates that 30% of the respondents do not attend morning studies at their schools and these could affect curriculum change negatively and bring a lot of challenges to many secondary schools in Niani Circuit. However this is a small amount of number compared to 70% of those who attend morning studies.

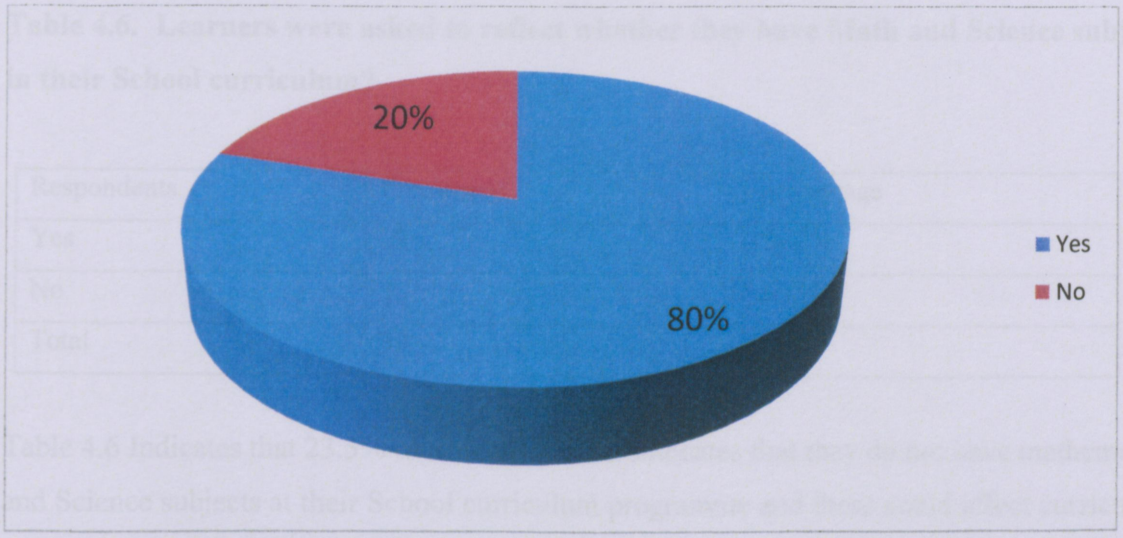
Table 4.5. Learners were requested to furnish information relating to afternoon studies.

Respondents	Frequency	percentage
Yes	28	93.3%
No	2	6.7%
Total	30	100%

Table 4.5 Indicates that 6.7% of the respondents indicates that they do not attend afternoon studies at their schools and these could affect curriculum change negatively and bring a lot of challenges to many secondary schools in Niani circuit. However this is a small amount of number compared to 93.3% of those who attend afternoon studies.

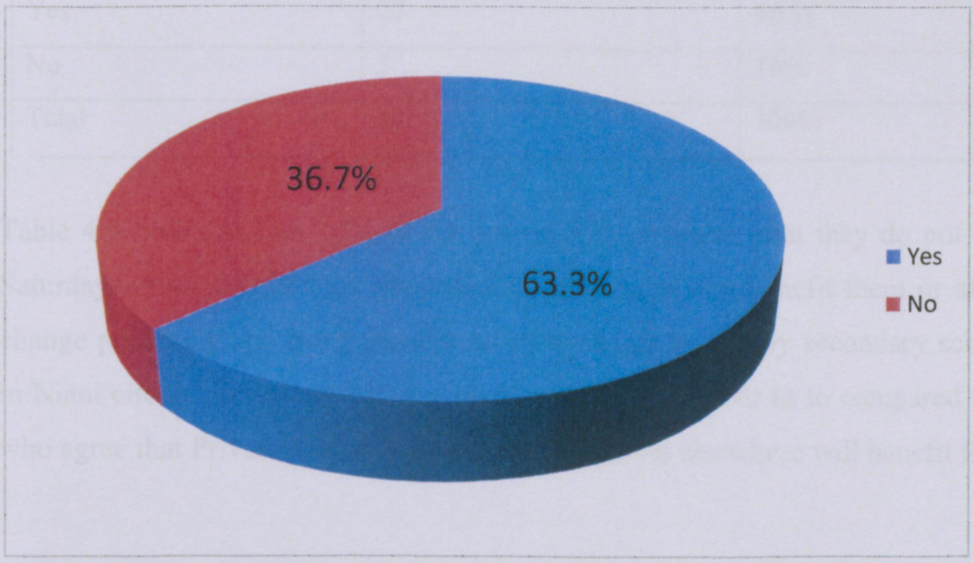
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Pie Chart 4.1. Learners were requested to furnish information relating to Saturday school classes



Pie chart 4.1 Indicates that 20% of the respondents indicates that they do not attend afternoon classes at their schools and these could affect curriculum change negatively and bring a lot of challenges to many secondary schools in Niani circuit. However this is a small amount of number compared to 80% of those who attend classes.

Pie chart 4.2. Learners were asked to show whether they attend winter school classes



Pie Chart 4.2 indicates that 36.7% of the respondents indicate that they do not attend winter school classes at their schools and these could affect curriculum change negatively and bring

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a lot of challenges to many secondary schools in Niani circuit. However, this is a small amount of number compared to 63.3% of those who attend winter school classes.

Table 4.6. Learners were asked to reflect whether they have Math and Science subjects in their School curriculum?

Respondents	Frequency	percentage
Yes	23	76.7%
No	7	23.3%
Total	30	100%

Table 4.6 Indicates that 23.3% of the respondents indicates that they do not have mathematics and Science subjects at their School curriculum programme and these could affect curriculum change negatively and bring a lot of challenges to many secondary schools discipline in Niani circuit. However, this is a small amount of number as to compared 76.7% of those who have mathematics and Science subjects at their curriculum School programme.

Table 4.7. Respondents were asked as to whether private classes benefit them.

Respondents	Frequency	percentage
Yes	27	90 %
No	3	10%
Total	30	100%

Table 4.7 Indicates that 10% of the respondents indicates that they do not know if Private Saturday/winter classes they are attending elsewhere will benefit them or affect curriculum change positively and bring avoid a lot of challenges to many secondary schools' discipline in Niani circuit. However, this is a small amount of number as to compared to 90% of those who agree that Private Saturday/winter school classes elsewhere will benefit them.

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Table 4.8. Learners were asked whether drastic curriculum change do affects progress of learners in schools.

Respondents	Frequency	percentage
True	26	86.7%
False	4	13.3%
Total	30	100%

Table 4.8 Indicates that 86.7% of the respondents indicate that drastic curriculum change affects progress of learners in schools within Niani Circuit, but 13.3% of the respondents indicate that it is false. This implies that drastic curriculum change do affect learners. Issues like abolishing of corporal punishment promote indolence on the part of wayward learners.

Table 4.9 Learners were asked whether drastic curriculum change brought challenges amongst learners in schools

Respondents	Frequency	percentage
1.True	28	93.3%
2.False	2	6.7%
Total	30	100%

Table 4.9 Indicates that 93.3% of the respondents indicate that drastic curriculum change brought challenges amongst learners within Niani Circuit this true because majority of mark true but 13.3% of the respondents indicate that it is false, however that can be denied thus how they see things and this brings impact on school the whole school discipline.

Table 4.10 Learners where asked whether they cope with drastic curriculum changes in classes

Respondents	Frequency	percentage
True	27	90%
False	3	10%
Total	30	100%

Table 4.18 Indicates that 90% of the respondents indicate that most learners do not cope with curriculum changes in class within Niani Circuit this true because majority of mark true,

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whereas 10% of the respondents indicate that it is false, and that cannot be denied because is how they see things and this brings a challenge on school discipline.

Table 4.12. Learners were requested whether orientation on curriculum choices is necessary in class

Respondents	Frequency	percentage
True	26	86.7%
False	13	13.3 %
Total	30	100%

Table 4.12 Indicates that 86.7% of the respondents indicate that orientation in the choices of school curriculum is necessary in class whereas 13.3% of the respondents indicate that it is not. Lack of orientation poses challenges since learners experience frustration due to lack of employment after passing grade 12 because of lack of information relating to curriculum choice.

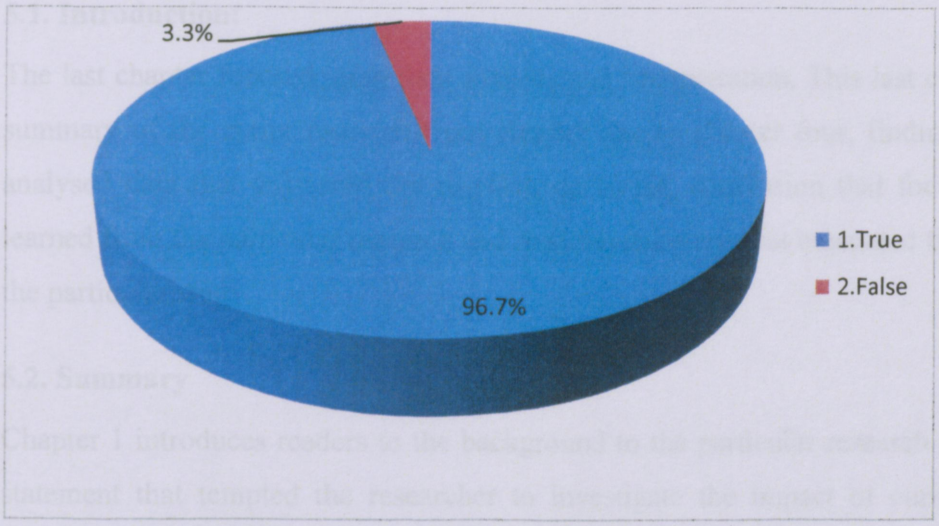
Tables 4.13 Learners were requested to furnish whether majority of parents are fully involved in curriculum change in schools

Respondents	Frequency	percentage
True	17	56.7%
False	13	43.3 %
Total	30	100%

Table 4.13 indicates that 56.7% of the respondents confirmed that majority of parents are not fully involved in curriculum choice of their children whereas 43.3% of the respondents indicated that parents are fully involved. The issue of lack of involvement may be due to the fact that most of the parents are semi-literate, migrant labour and lack of career guidance.

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Pie Chart 4.3. Learners were asked whether there is proper infrastructure to address curriculum change in schools.



Majority of learners (96.7%) indicated that there is no proper infrastructure in schools within Niani Circuit whereas 3.3% of the respondents indicate that there is proper infrastructure. Lack of infrastructure does pose some challenges as far as the implementation of curriculum change is concern.

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CHAPTER 5: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction:

The last chapter focused upon data analysis and interpretation. This last chapter discuses the summary of the entire research from chapter one to chapter four, findings arrived at from analysed data that answered the research questions, conclusion that focuses on the lesson learned from the particular research and recommendations that emanated from the findings of the particular study.

5.2. Summary

Chapter 1 introduces readers to the background to the particular research study, the problem statement that tempted the researcher to investigate the impact of curriculum change on school discipline. Research questions that influenced researcher to inquire on the problem identified the aim of research which clarifies readers the intention of the researcher in conducting the particular research. The conceptual framework elaborated and clarified the basic concepts of the research, whereas the research quantitative design and methodology used enabled the researcher to reflect on the type of approach and the target population. By means of systematic sampling strategy I was able to select the type of sample required. The questionnaire as the type of instrument enabled the researcher to collect quantitative data which was statistically analysed, the item on significance of research focused on the contribution of this study towards scholarship, whereas delimitation focused upon the environment in which this particular study is delimited, including participants involved. The definition of terms clarified readers on the meaning of the main terms that constituted the topic of this research.

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Chapter two focused on literature review whereby researcher reviewed national and international sources in order to establish what authors and other researchers have already investigated in this field. Through literature study researcher was able to compare challenges that are central to curriculum change on school discipline in the delimited area with other areas so as to advance recommendations of the particular research.

In chapter three, the quantitative research design was employed as an approach that determined data collection and data analysis strategies. The research methodology comprised the target population that was systematically sampled to yield the sample used to collect data. The instrument that was used was the questionnaire. Quantitative data was statistically analysed.

The next items focused on findings, conclusion and recommendations.

Chapter four focused on data presentation, analysis and interpretation whereby collected quantitative data from selected components was statistically analysed and interpreted. The next item 5.3 looked into discussions on findings.

5.3 DISCUSSIONS OF FINDINGS

By analysing and interpretation data researcher arrived at the finding that in one way or another answered the five questions of this research discussed in item 1.3 above that were based on:

1. *The attitudes of school community toward curriculum change*;
2. *The extents of teachers' capacity building employed during curriculum change*;
3. *Perceptions of teachers towards implementation of new curriculum*,
4. The extent/role of SMTs in effectively maintain teacher and learner discipline during curriculum change in schools,
5. *Adequate infrastructure, equipment and teaching and learning materials to facilitate curriculum change in schools.*

5.3.1 Attitudes of school community toward curriculum change:

Finding of this research indicated that responses from students, teachers especially old teachers who were in the system for long time and SMTs reflected negative attitudes towards drastic curriculum change in schools as it affect their competency in terms of lack envisaged knowledge and skills for curriculum design, implementation and assessment strategies

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coupled with the new terminology that should be employed in the system of teaching and learning. Drastic multiple changes that are effected within a short period of current changes

Another change with voluminous package occurs before they could master the former curriculum. For example, curriculum 2005 coupled with its outcome based method that focused on critical and developmental outcomes whose effects in terms of nature and characteristics affected both educators and learners who end up developing a negative attitude towards the particular curriculum as it required a complete overhaul of the former system of teaching and learning.

Subsequently, curriculum 21 was introduced as another system that was intended to substitute the curriculum 2005, but did not flourish, for it was not universally acceptable. Further, within a short space of time the government of South Africa introduced the National Curriculum Statement (NCS) another system which also brought some changes in education Institutions in South Africa. It demanded training of teachers through workshops to be oriented towards curriculum statements.

The findings revealed that, all the responses from statistical point of view students state that it affects their progress negatively by 87.9%, teachers by 72% and SMTs by 80% from schools. From statistical point of view teachers scored 72% against drastic curriculum change. The results shows that teachers are apathetic and reluctant to change and the SMTs scored 80% against drastic curriculum change. Schools within this circuit developed a negative attitude towards this system of curriculum change as they do not cope with the situation.

5.3.2 The extent of SMTs effectively maintaining teacher and learner discipline during curriculum change in schools.

Findings from responses revealed that discipline is lax in schools within this circuit, since curriculum changes were coupled with new policies, rules and regulations. Teachers who were used to maintain discipline through the rod are no more able due to abolishing of corporal punishment, and improper ways of suspension and expulsion of way ward learners.

Albeit drastic changes in the new curriculum, policy on school discipline remain the same. Section 29 of the Constitution of South Africa focuses on the 'Rights of learners.' South African Schools Act (ACT 84 of 1996) in turn also emphasise on the 'Rights of learners.' Principals and staff within this circuit are struggling since discipline in schools has dropped

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as learners are also out of hand because of misinterpreting the concepts relevant to the 'rights of learners' to an extent that teachers are tempted to inflict corporal punishment instead of using other form of punishment.

Respondents revealed that both teachers and learners are facing a very serious challenge when it comes to maintenance of disciple in schools as there is no more order and mutual respect amongst members of the school community and as such a lot of guidance, monitoring by government officers is required.

Statistical analysis of data collected as per table 4.75 revealed that there are 80% of scores responded that it is 'true' that drastic curriculum change affected Leadership, Management and administration in schools within Niani Circuit' which reflect a big challenge amongst school principals and SMTs on how to maintain discipline amongst teachers and learners.

5.3.3 Adequate infrastructure, equipments and teaching and learning materials to facilitate curriculum change in schools?

Findings of this research study showed that most schools do not have adequate proper infrastructures like roads water and sanitation, as well as physical facilities such as buildings and grounds. Respondents stated that some schools have no libraries and laboratories while others lack administration blocks. All schools that were part of the sample belong to the category of quintile 2, norms and standard and they are not allowed to use their allocation of fund infrastructural development

Because of lack of proper laboratories some experiments are conducted in dilapidated classrooms or in open air and using poor science equipment. In terms of technology, schools rarely have adequate technocratic equipments or computer labs to access internet. Most of these schools were built during the apartheid regime in the 1970's and are not up standard in terms of caring learners with disabilities. These schools are not in line with what Clark (2007: 372-376) saying thus:

> "Schools are expensive long term investments and school building
> Expected to last about 100 years and above, as such school buildings
> should be well planned to suit highest standard of lifelong education."

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LIBRARY

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Responses of table 4.25 revealed that there are 96.7% of student component stated that there is no proper infrastructure to facilitate curriculum change in schools. Whereas table 4.45 for teachers with 88% supported the statement and table 4.86 of SMTs also supported the statement by 100% which reflect lack of proper infrastructure to facilitate NCS and CAPS due drastic curriculum change in schools.

5.4 Conclusion

Findings of this research revealed that emergence of drastic curriculum changes change brought an adverse impact on principals, teachers and parents and the school activities as whole. As the curriculum changes, resources such as books are required and as such government request publishers to supply as tenders, and in contrast books that are in use are not valuable in terms of learner growth and development as they are just written for business enterprise.

The standard of education has dropped in to an extent that student qualify with 30% pass I some of the subjects resulting in overproduction of learners in Grade 12 who do not qualify for admission at universities and colleges of higher education. Free supply of books and stationary and lack of control by schools cause government to spend a lot of money for learning materials.

More expenditure is caused by the quintile system hence no fee schools. New policy on the rights of learners influenced unbecoming behaviour on the part of learners and negligence on the part of teachers to maintain discipline. Lack of knowledge and skills of the new curriculum on the part of teachers influenced indolence and negligence of work to an extent that reluctance is the order of the day. Is in the limelight that curriculum change had impact on vast areas of teacher and learner development

5.5 Recommendations

In terms of the research findings, researcher advances the following recommendation:

5.5.1 Recommendation 1: Attitudes of school community toward curriculum change

The researcher recommends that: for good curriculum change implementation, all community involved curriculum must be carefully considered namely:

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- **Students**

Students should be oriented and motivated about the changes and also given the reasons why there should be such changes so as to be well informed about the benefit of the changes brought about, unlike to be the victim of the curriculum changes, when they are dumped out by the system.

- **Teachers.**

Teachers are the pillars of curriculum change because they are the one who make it to happen as such they must be intensively trained and highly motivated by some grants so that they own curriculum change in order to implement this it well. Curriculum change should not be drastic but should be step by step, while considering qualification of teachers.

- **School Management Teams (SMTs).**

These are the overseers of the new curriculum implementation they must also own the curriculum change so that they will be able to manage and monitor the implementation of curriculum change through changing the mind set and perception of students and teachers. SMTs are the one who should be trained first with intensively training and highly motivated by some grants so that they own curriculum change in order to implement this curriculum change well. Through these statistical data of the attitudes of school community toward curriculum change can change from negative to positive.

5.5.2 Recommendation 2: The extents of teachers' capacity building should be employed during curriculum change

The researcher recommends that teachers' capacity building is a vital factor in curriculum change and the following must be considered:

- **School calendar**

School calendar should include time to empower educators with training on the new knowledge and skill of the new curriculum. The training of educators should not be in the

form workshops after school hours, but should be allocated somewhere at the end of the proceeding year of curriculum change and in the beginning of the year to avoid teachers to learn together with learners instead of teaching and the time should be less than three months for the sake of preparation of the new curriculum change implementation.

In order for teacher training on new curriculum change to be attracted, there must be some incentives put forward for those who will complete the course well and those incentives must

be in the form of certificates, recognitions and funds. These will attracts and motivate participants (teachers).

5.5.3 Recommendation 3: Perceptions of teachers towards implementation of new curriculum

Teachers are important agents of curriculum change as they are the one who make things happen properly, they should be made to perceive curriculum change positively and understand its relevancy and quality for the future of the learners. These must be done by facilitators, who should also give reasons for change and making education to change in reality and practical because some educational concepts change to suit the present and not the future. Teachers should see the importance, needs, and understand the relevancy of curriculum change.

5.4.4 Recommendation 4: The extent to how SMTs effectively maintain teacher and learner discipline in schools during curriculum change.

School management Teams should receive the same training like teachers, considering school calendar, motivation and attraction in the form of incentives like certificates, recognitions and funds, SMTs must be the first to be trained before their subordinates so that they will be able to monitor the situation. Short term training in form of study leave should be provided to enable teacher to be fully trained in curriculum planning, curriculum management, curriculum innovation and curriculum implementation and curriculum assessment strategies. Curriculum advisors who are attached to circuits should be fully trained to orientate teachers in schools in respective learning areas.

5.5.5 Recommendation 5: Schools should have adequate infrastructure, equipments and teaching and learning materials to facilitate curriculum change in schools

These are the physical assets or school properties which are seen and found at schools and include the following:

- **Adequate infrastructure**

Smooth new curriculum change implementation needs an adequate physical facilities , by this I mean good electrified buildings of classrooms with ramps for wheelchairs of disabilities, administration block, laboratories, hall and ablution blocks with clean running water, in all these maintenance should be done all the time.

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- **Equipment**

Educational equipment are crucial and should be provided in order to enable proper implementation of new curriculum change. These equipment include the following: computers, overhead projectors, printers and photocopying machines etc.

- **Teaching and learning materials**

Teaching and learning materials should be always provided to school to allow proper implementation of new curriculum change.

5.5.6 Recommendation for further research

After conducting research on the impact of curriculum change on school discipline, the following topics for future investigations are recommended.

5.5.6.1 Capacity building of school management teams (SMTs) on issues relating to curriculum change in schools.

The focus of study would be to on the training of teachers towards curriculum design, curriculum management, curriculum implementation, curriculum supervision and curriculum assessment.

5.5.6.2 The role of School Governing Bodies (SGBs) in managing curriculum change ia a schools situation.

The focus of this study would be to investigate how SGBs are involved in curriculum change in a school.

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Policy, Practice, and Teacher Education.

Coleman (2003:83) argues that while curriculum leadership is identified at the level of school principal, the level that likely to have the greatest impact on learning and teaching in the classroom is that of the HOD in a school or curriculum manager whose position is between the principal and deputy-principal. Apparently Wise and Bushner (2001:122)

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APPENDICES

Appendix A

Application letter

P.O Box 50
SAGOLE
0995
10 November 2012

THE CIRCUIT MANAGER
NIANI INSPECTION AREA
MUTALE
0956
Dear Sir/Madam

Request for permission to conduct research study at Niani Circuit

I am a student at the University of Venda for Science and Technology and I am presently registered for the Masters in Educational Management Degree in the School of Social science. My student no. is 8803009. I hereby humbly requesting for permission to conduct research at some of the secondary schools under your jurisdiction, at Niani Circuit. The title of my research topic is:

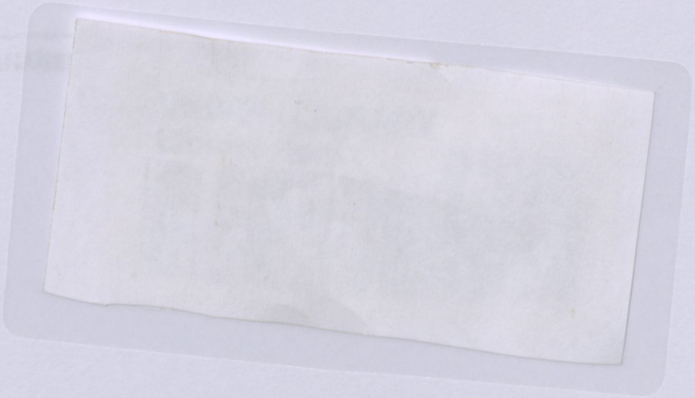
The Impact of currrilum change on school discipline: A challenge for Secondary schools inNiani in Niani circuit in Vhembe District of Limpopo Province

The names of the schools are as follows:

1. Hanyani Secondary School
2. Fhetani Secondary School
3. Tshikundamalema Secondary School
4. Niani Secondary School
5. Ratshisase Secondary School

Hopefully my request shall be positively considered.
Yours truly,

Tshibalo NA



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Appendix B

Appendix C

Limpopo
PROVINCIAL GOVERNMENT

Enq: Ravhuanzwo S.
Reference No.:
Tel No. :015 967 0873

Private Bag 1195
Mutale, 0956
Date :

TO THE PRINCIPALS OF SECONDARY SCHOOLS OF:

1. Hanyani secondary school
2. Fhetani Secondary school
3. Tshikundamalema Secondary school
4. Niani Secondary school
5. Ratshisase Secondary School
6. Lwaphungu Secondry School
7. Ratshibvumo Secondary School

SIRS

1. The above matters has a reference

2. Kindly allow Mr. Tshibalo N.A to conduct a research at your school.

3. Mr. Tshibalo is studying with the University of Venda and would like to be assisted by all of us.

4. His research paper deals with "Discipline in the absence of corporal punishment at our schools."

5. Hope to find this arrangement in order.

CIRCUIT MANAGER: NIANI

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APPENDIX C

RESEARCH QUESTIONNAIRE:

SECTION A: BIOGRAPHICAL DETAILS:

Instruction: Kindly complete the following items by making a cross (X)

4.4.1. Gender

M	F

4.4.2. Professional qualification

PTC	
JSTC	
SSTC	
JPTD	
SPTD	
STD	
UED/PGCE/BEd	

4.4.3. Academic qualification

STD 8-10/Grade 8-12	
B.Ed	
B.Ed (Hons)	
M.ED	
D.Ed	
Other (specify)	
Other(Specify)	

4.4.4 Years of experience as principal /SMT

0 - 5	
6 - 10	
11 - 20	
21 – 25	
26+	

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CONTEXTUAL QUESTIONS:

Instruction: By means of cross indicate whether these statements are *True* (T)or *False*(F)

4.4.5. Drastic curriculum change affected Leadership, Management and administration in schools within Niani Circuit	T	F
4.4.6.Drastic curriculum change brought challenges amongst school principals and SMTs within Niani Circuit	T	F
4.4.7. Most principals do not initiate/organise curriculum development workshops for staff members in Niani Circuit	T	F
4.4.8. Teachers need mare regular training on NCS to facilitate proper teaching	T	F
4.4.9. There are not enough appropriate classrooms in schools to facilitate NCS in Niani Circuit	T	F
4.4.10. There is no proper infrastructure to facilitate NCS in schools in Niani Circuit.	T	F

SECTION B.2. **Instruction: Show by a cross(x)whether you agree with the following statement or not**	**yes**	**no**
4.4.11.You are not competently able to interpret and manage curriculum policies of NCS		
4.4.12.I need more training on the management of the new curriculum and development of staff		
4.4.13.The new curriculum put more emphasis on administration than actual teaching and learning		
4.4.14.The introduction of NCS increased teacher overload.		
4.4.15.There are challenges and bottlenecks in NCS implementation		
4.4.16.. Introduction of NCS demotivated old teachers in schools who are currently underperforming		

SECTION B.3 **Instruction: Indicate your position with the following statements**	**Strongly Agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly. disagree**
4.4.17. Curriculum change influenced educators to lose confidence as teachers in rural areas					
4.4.18. Most teachers are unable to accomplish outcomes in their lessons in rural areas					
4.4.19. Curriculum change created more hours for teaching and learning in schools.					
4.4.20. Do you agree that teachers are not coping the new curriculum					
4.4.21. Teachers spend more time attending workshop					
4.4.22.. Principals are not able to monitor teachers and learner behaviour effectively in schools					

Thank you.

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RESEARCH QUESTIONNAIRE: FOR TEACHERS

SECTION A: BIOGRAPHICAL DETAILS:

Instruction: Kindly complete the following items by making a cross (X)

4.4.1Gender

M	F

4.4.2 Age group

15 -25	
26 - 30	
31 - 35	
36 – 40	
41 - 50	
50+	

4.4.3 Years of experience as Teacher

0 - 5	
6 - 10	
11 -20	
21 -25	
26+	

4.4.4. Academic qualification

STD 8-10/Grade 8-12	

4.4.5. Professional qualification

STD	
UED/PGCE	
B.Ed	
B.Ed(Hons)	
M.ED	
D.Ed	
Other(Specify)	

4.4.6. How many subjects do you offer?

2	3	4	5	6

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CONTEXTUAL QUESTIONS:

Instruction: By means of cross indicate whether these statements are *True* (T)or *False*(F)

4.4.7. Drastic curriculum change affected Leadership, Management and administration in schools within Niani Circuit	T	F
4.4.8. Drastic curriculum change brought challenges amongst school teachers within Niani Circuit	T	F
4.4.9. Most teachers are not well informed about curriculum design and management in class	T	F
4.4.10. Regular Training of teachers on curriculum management in class is necessary in Niani Circuit	T	F
4.4.11. There are proper infrastructures to facilitate curriculum change in schools	T	F
4.4.12. There are no proper infrastructures to facilitate NCS in schools in Niani circuit	T	F

4.4. SECTION B2: CONTEXTUAL QUESTIONS: (TEACHER COMPONENTS **Instruction** (Teacher components) Teachers were requested to respond by making a cross (x) in the column provided of Yes or No.	**yes**	**no**
4.4.13 Teachers were asked whether they are competently able to interpret and manage curriculum policies of the subjects thoroughly in class.		
4.4.14. Teachers were asked whether the new curriculum influence them to spend more time on administrative work than on actual teaching.		
4.4.15. Teachers were asked whether the introduction of new curriculum increased more teacher work load in class		
4.4.16. Teachers were asked whether the introduction of new curriculum lowered the standards of education in schools		

SECTION B.3 **Instruction: Indicate your position with the following statements**	**Strongly Agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly. disagree**
17. Teachers were asked whether they agree that Curriculum change affected some of the teachers to leave their career due to redeployment.					
18. Teachers were asked whether they agree or disagree that they are failing to accomplish their outcomes in class due to drastic curriculum change.					
19. Curriculum change created more hours for teaching and learning like Saturdays and winter schools. 20. Teachers were asked whether they agree that most teachers are not coping with the new curriculum change in schools					
21. Teachers were asked whether curriculum change promoted poor learners' behavior due to abolition of corporal punishment in schools					

Thank you

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BIOGRAPHICAL DETAILS:

Instruction: Kindly complete the following items by making a cross (X)

4.4.1Gender

M	F

4.4.2 Years of experience as Student

0 - 3	
4 - 6	
7 - 10	

4.4.3 How many subjects does your curriculum involve?

5	6	7

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4.4. SECTION B1: CONTEXTUAL QUESTIONS: (LEARNER COMPONENTS **Instruction** (learner components) learners were requested to respond by making a cross (x) in the column provided of Yes or No.	**yes**	**no**
4.4.4 Students were requested to indicate whether there are proper physical facilities (classrooms, laboratory, libraries and sanitation).		
4.4.5 Students were requested to state whether they attend morning studies		
4.4.6. Learners were requested to furnish information relating to afternoon studies.		
4.4.7 Learners were requested to furnish information relating to Saturday school classes		
4.4.8 Learners were asked to show whether they attend winter school classes		
4.4.9 Learners were asked to reflect whether they have Math and Science subjects in their School curriculum?		
4.4.10 Respondents were asked as to whether private classes benefit them		
4.4. SECTION B2: CONTEXTUAL QUESTIONS: (LEARNERSCOMPONENTS **Instruction** (Learners components) Learners were requested to respond by crossing True or False in the space provided	TRUE	FALSE
4.4.11. There are proper infrastructures to facilitate curriculum change in schools		
4.4.12 Learners were asked whether drastic curriculum change brought challenges amongst learners in schools		
4.4.13 Learners where asked whether they cope with drastic curriculum changes in classes		
4.4.14 Learners were requested whether orientation on curriculum choices is necessary in class in		
4.4.15 Learners were requested to furnish whether majority of parents are fully Involved in curriculum change in schools		
4.4.16 Learners were asked whether there is proper infrastructure to address curriculum change in schools.		

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APPENDIX D

REQUEST FOR INDIVIDUAL RESPONDENTS

TOPIC: The Impact of curriculum change on school discipline: A challenge to Secondary schools in Niani Circuit in the Limpopo Province.

Introduction:

Dear Respondent

My name is Mr. N. A. Tshibalo a Masters student in Curriculum Studies at the department of Curriculum Studies and Educational Management at the University of Venda who is busy conducting research on the above mentioned topic .I have been granted permission by the Niani Circuit Manager to collect data at the school you are managing/teaching/a student. I hereby request you as one of the Principal/SMTs; some of the educators and learners provide me with the information as per the questionnaire. There is no risk or cost involved since this is not aimed at profit making but for educational purposes and will not be available for unauthorized persons. You are ensured that your identity and responses will be kept confidential as I will not disclose your name or your school. I hope that this request will be found acceptable.

Thank you

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